DOCUMENT RESUME

ED 256 945 CE 041 513

AUTHOR	Money, Marilyn; Smith, Armenia
TITLE	Equal Access in Vocational Education. Instructor's Guidebook. Models and Strategies.
INSTITUTION	Ysleta Independent School District, El Paso, TX.
SPONS AGENCY	Department of Education, Washington, DC.; Texas Education Agency, Austin.
PUB DATE	Aug 84
NOTE	157p.; For related documents, see CE 041 514-516.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Exploration; Classroom Techniques; Conferences; Counseling Techniques; Cultural Differences; Disabilities; Disadvantaged; Educational Strategies; *Equal Education; Guidelines; Information Dissemination; Junior High Schools; Learning Activities; Limited English Speaking; Linking Agents; Models; *Nontraditional Education; Publicity; Role Models; Secondary Education; *Sex Fairness; Student Organizations; *Student Recruitment; Teacher Workshops; *Vocational Education
IDENTIFIERS	Site Visits; *Special Needs Students

ABSTRACT

This guidebook consists of a model and strategies for teachers and counselors to use in recruiting nontraditional and other special needs students into vocational education programs. Provided in the first section are guidelines for fair recruitment of male and female students into vocational programs as well as for recruitment of learning disabled, limited English-proficient, disabled, and culturally different students. The next section outlines strategies for information dissemination, training, and interactive activities. The third section describes the following suggested program activities: information booths, public service announcements, followup activities, an open house for vocational applicants, eighth-grade field trip using peer models, a linkage conference for nontraditional workers and educators, student workshops, activities involving the Future Homemakers of America (FHA) and instructors of courses in office duplication practices, a workshop for teachers, a futures week for middle school students, a role model index to identify local role models, and a job-site visitation activity. Concluding the guide are a bibliography and appendixes containing guidelines for preparing radio and TV spots, newsletters, brochures, posters, and flyers. (MN)

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EQUAL ACCESS IN VOCATIONAL EDUCATION

Instructor's Guidebook

Model and Strategies

August, 1984

Ysleta Independent School District
8445 Valdespino
El Paso, Texas 79907

Marilyn Money and Armenia Smith
Vocational Equity Project

CE041513

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INTRODUCTION

Several activities were designed and field tested by the Ysleta Vocational Equity Project staff members. Guidelines are included here for interested teachers and counselors. All are simple and inexpensive.

The first section contains guidelines for the fair recruitment into vocational education of nontraditional students, special populations, i.e. learning disabled and limited English proficient, handicapped students, and culturally different students. The second section contains suggested strategies. The third section describes project activities.

These activities are just a sample of the many approaches possible to provide equal access to vocational education programs.

This guidebook is the product of the Ysleta Equity Program. It was developed during the 1983-84 school year and funded under contract for the U.S. Department of Education, under the Discretionary Funding of Vocational Program Improvement Activities of the Texas Education Agency.

Armenia Smith
Vocational Equity Project
Ysleta Independent School District

EQUAL ACCESS IN VOCATIONAL EDUCATION

Recruitment/Definition

Three areas of vocational education to approach when planning recruitment are: (1) recruitment into vocational education as opposed to general education or other areas of education; (2) recruitment into specific vocational institutions as opposed to other vocational institutions, and (3) recruitment into specific vocational education programs within the general vocational education program.

These three approach areas require three different levels of action: Action/Interest - to get the attention of persons who have or have no knowledge of vocational education; Desire/Decision - to encourage potential students to make the decision to pursue a vocational occupation; and Action/Enrollment - to provide the vehicle to get the student into the chosen vocational institution and program.

Initially the problem of recruiting non-traditional vocational students is the same as recruiting any student into vocational education. Students, parents, educators and community members believe many misconceptions about the purpose and value of vocational education. These general misconceptions must be addressed and alleviated while conducting nontraditional recruitment.

No single program or recruitment activity can be instituted which will increase nontraditional vocational enrollments. However, addressing the three levels of action (Action/Interest, Desire/Decision and Action/Enrollment) in a systematic method or in conjunction with each other can produce significant increases in nontraditional enrollment.

GUIDELINES

Recruiting Male And Female Students

The following suggestions for the recruitment of males and females into vocational programs nontraditional for their sex must be consistently in effect to be successful. It is extremely important that each sex feels spoken to directly. Subtle implications that all are welcome will not succeed in recruiting persons into nontraditional areas.

It has been found that women respond favorably to role models; i.e., a female who is a student or a worker in a nontraditional program. They also are often influenced by male teachers in nontraditional programs if that teacher gives them support and encouragement. Both males and females respond when they see pictures of persons of the same sex as themselves performing tasks considered nontraditional.

Students report that they do not want to find new obstacles to overcome when they are half-way through a program. Likewise, students do not want to be reassured about the importance of work satisfaction only to discover that the low pay was deemphasized or not mentioned.

As might be expected, males and females do not wish to be recruited as token members of any occupation or to meet quotas. Most research indicates that those students enrolled in nontraditional programs succeed more surely if they are provided with a support group or support activities of some kind from time to time during the program period. Common guidelines found among most of the strategies used in reaching male and female students are:

1. Invite role models to speak to prospective students or to take part in panel discussions.

2. Be sure that bulletin board displays or posters displayed in school halls are not in places where they will only be seen by persons already interested in the program - select neutral locations.
3. Do not recruit students from sex-segregated classes. Recruit from general assemblies or general education classes (English, math, etc.).
4. Provide male contact persons for male prospective students, and female contact persons for female prospective students. If this is not possible, be sure that the contact person is not going to discourage a person from entering a nontraditional program.
5. Discourage the labeling of students in formerly sex-segregated programs as "the boys" or "the girls" or "my boys" or "my girls."
6. Be sure that all materials developed either indicate by picture or the written word that both males and females can study and work successfully in that program area - that success depends on interest and ability, not sex.

Recruiting Handicapped Students

As with any target group, it is important that the message be specifically directed to handicapped students. When recruiters go out into schools and the community, they must be aware of structural barriers which might keep handicapped students from attending recruitment programs, for example, staircases and narrow doorways.

It has been found that parents of all students play an important role in career decision-making, but this is even more evident with parents of handicapped students. These parents soon learn that they must be advocates for their children in order for them to receive maximum educational benefits, and many have joined parents' organizations. Parents who have been involved in these organizations could serve well on an advisory committee and act as a part of the recruitment team.

In working with handicapped students, it is best to focus on abilities while being cognizant of the limitations that specific disabilities impose. The recruiter should be aware of modifications which have been made or which could be made in training programs and equipment and also of special types of equipment available.

The recruiter should also be aware of special financial aid programs available to handicapped students. A counselor from the Department of Vocational Rehabilitation Services would be helpful on an advisory committee since this Department distributes financial aid for handicapped students.

Organizations such as Lions Club and Elks often furnish special equipment and services for handicapped students, and members of such organizations might also serve in an advisory role. Information concerning services within the community such as wheel chair repair, interpreters for the deaf, and recreational facilities for the handicapped should be included as a part of the recruitment program.

Common guidelines for recruiting handicapped students include:

1. Provide interpreters for the deaf.
2. Provide leaders and readers for the blind.
3. Be sure recruitment area is accessible to students in wheel chairs or on crutches.
4. If snacks are to be provided, make sure they will be easy to handle.
5. Provide pictures of disabled persons performing tasks.
6. Provide information on job opportunities - how willing are local employers to hire disabled.

7. Report earning potentials.
8. Provide information concerning area services available, such as wheel chair repair, modified telephones for the hard of hearing, accessibility to public buildings.
9. Describe modifications that can be made in training programs.
10. Describe special equipment that is available.
11. Provide special assistance with transportation to attend fairs or career days.
12. Be sensitive to the feelings of disabled students when asking them to participate in recruitment activities. Some students will readily talk about their disability and be willing to share what they have learned, while other students may not wish to participate in a way which reminds them of their disability.
13. Be honest with students about chances for employment in particular fields.
14. If program flexibility is needed and offered, make this fact known.

STRATEGIES FOR SPECIAL POPULATIONS

(Learning Disabled & Limited English Proficient)

Printed Information

1. Sentence structure should be simple not complex.
2. Use many colorful word discriptors and illustrate with a picture or drawing.
3. Pictures and drawings should not be "busy" (too many colors) and distracting.

4. Logical sequence may not convince.

5. Never use a full page of just print.

6. Use bold print for important points.

7. Classify information into categories.

8. Use words such as "touch" and "feel" because this is how they learn.

9. Relate to their own experiences.

10. Pictures should stimulate desire to read. Use pictures of people they know.

11. Do not use long sequences.

12. Summarize every step at the next step.

    Example.

    A.

    B. A restated before B

    C. A and B restated before C

    D. A, B and C restated before D

13. Use actual experiences with students.

    A. Field trips

    B. Equipment usage

    C. Role-play

    D. Construct models

RECRUITING CULTURALLY DIFFERENT STUDENTS

The culturally different have traditionally been channeled into vocational programs and labeled as low-achievers. As a consequence, these groups view vocational education in a negative manner. One of the first tasks of the vocational educator, therefore, is to overcome this negativism.

Since parents, especially mothers, in many of these groups play a strong role in career decision-making, it is important to plan a recruitment program which includes reaching parents as well as potential students. Such a program must include information which will convince the culturally different population that there are opportunities for upward mobility and that vocational education is a constructive choice. It must be emphasized that with advances in technology, vocational education programs are demanding, but motivated students can achieve necessary skills and knowledge through vocational training.

Vocational education recruiters will need to go into areas where they can reach the culturally different populations. Churches, ethnic social organizations, and ethnic neighborhood groups have been suggested as good places to reach parents and prospective students.

Caution should be used by those not familiar with the cultural differences of the target population. Since it is easy to offend through ignorance of cultural differences, it is good to solicit the advice of someone from the target population when planning a recruitment program.

Common guidelines useful in reaching the culturally different are:

1. Go where the students and their families spend time such as:
    - Ethnic Community Centers and Organizations
    - Churches
    - Places of Work
    - Community Health Centers
2. Provide bilingual materials.
3. Include pictures of ethnic minorities.

4. Consult with persons from particular target groups. This can help to avoid embarrassment and offense through ignorance. Remember that even though the dominant language may be the same, the cultures may be different. An example: Puerto Ricans, Mexicans, and Cubans. Also be aware of the social strata within each target population so that contact is made at the appropriate level.
5. When providing snacks and refreshments, take into consideration the tastes of the ethnic groups.
6. Provide occupational information corresponding to the vocational/technical programs that are available at the training facility. Such data might include: required psychomotor behaviors for task completion, necessary educational and experiential background for optional task performance, availability of positions, salary and fringe benefits, promotional opportunities, general description of the work environment.
7. Disseminate information regarding the training facility in general and training programs specifically. Include the course content of the curricula and student support services designed to meet the needs of the culturally different.

STRATEGIES

Many different activities can be used to recruit non-traditionals. However, three basic strategies seem to be the most appropriate. They include:

I. Information Dissemination
II. Training
III. Specific interactive activities for potential nontraditional students.

Information Dissemination

Because of the general lack of understanding and knowledge about vocational education, publicity and information dissemination in mass quantities is necessary. General information about vocational education, highlighting nontraditional career training options, is appropriate. This information needs to be disseminated in as many different media presentations as possible - radio, T.V., newspapers, video-tapes, films, slides, brochures, posters in schools, etc. Each audience (student, parent, educator, and community member) needs specially designed materials to meet their particular needs.

Locally developed materials are the most effective. Using currently enrolled students and/or role-models make more lasting impressions. Specific information about the courses available in a local district are more appropriate than general statements about work, vocational education, etc.

Some suggestions of strategies which include information dissemination are:

A. Mass mailings (schedules, enrollment data, courses available)
B. Media coverage of successful vocational students

C. Newsletter to Community Organizations

D. Newspaper Advertisements

E. Radio & T.V. Spot Announcements

F. Articles/Column for School Newspaper

G. Bias - Free Brochure

H. Bias - Free Slide - Tape Series

I. Brochure with utility bills

J. Information Booth at Schools

K. Junior High visits by vocational students

L. Telephone number with Pre-recorded Information

Detailed explanations of how to implement specific "information dissemination" strategies are at the conclusion of the section. The Appendix provides information on preparing brochures, posters and flyers, Newsletters and Radio & T.V. Spots.

Training

The dissemination of information serves a worthwhile purpose but it does not change behavior. One of the best methods of helping adults change their behavior is through training. Training provides participants with insights into their attitudes and provide a safe and supportive environment to try out new behaviors.

Special training programs need to be offered to particular groups of people. Initially providing training for professionals in vocational education facilitates a better understanding of the importance of non-traditional training and careers for young women. Groups should be relatively small (20-30) and focus on factual data and attitudes towards women and work. Once vocational educators have been trained, regular academic educators (teachers, counselors and administrators) need to be trained. The additional barrier of vocational education as a useful and worthwhile endeavor must be addressed with this group. Many academic educators have a very biased point-of-view about vocational education. Some see it as existing only for the "slow" students who can not make it in academic courses. Few realize the advantages and benefits of vocational training. Once these barriers have been over-come the issue of nontraditional career training can be addressed.

Parents and community leaders (role models) are many times misinformed or simply not informed about the world their children will be facing.

Training strategies include:

A. Sex Equity Workshops

B. Community Meetings

C. Short Course for Career Exploration

D. Small Group Panel Discussion

E. Workshop for Selected Community Representatives

F. Programs for nontraditional works in the Community

G. Conferences for Students and Parents

H. Workshops for educators

Detailed explanations of how to implement specific "Training" strategies are at the conclusion of this section.

Specific Interactive Activities

Information Dissemination and training are valuable strategies to inform and create a positive attitude about vocational education. However, in order to recruit students to actually enroll in a specific vocational program (particularly a non-traditional program) requires more specific and individual recruitment activities. Students need as much encouragement and support as possible.

Some examples of specific activities include:

A. Peer Role Models in the Classroom

B. Non-traditional Role Models making special presentations

C. Picnic or Party for Prospective Students and Parents

D. Poster Contests

E. Field Trips to Business and Industrial Sites

F. Contact students with Low SAT Scores

G. Family Night or Open House

H. High School Visitation Day by Successfully Employed Former Students

I. Mentor-Protege Programs

Detailed explanations of how to implement specific "interactive activities" strategies are at the conclusion of this section.

CONCLUSION

This strategy handout is not to be viewed as all inclusive. Care should be given by recruiters of non-traditional vocational students that vocational programs are viewed as beneficial and open to all students.

Special activities need to be undertaken to recruit non-traditional students. Simply not discriminating is insufficient. Many activities should be conducted simultaneously to meet the special needs of the many individuals involved.

The ideas, suggestions and guidelines developed by the Illinois State Board of Education in Fair Recruitment Model and Strategies have been liberally used throughout this handbook. It is suggested that the reader obtain this strategy book.

In addition the ideas, projects and activities developed by the Vocational Equity Project in the Ysleta Independent School District, El Paso, Texas have been incorporated.

PROJECT ACTIVITIES

Throughout the project, programs and activities were field tested. The following activities were completed:

- Publicity Activities
  1) Display Booth
  2) Public Service Announcements
  3) Newsletter to Parents
  4) Bias-Free Brochure
- Open House for Vocational Applicants use peer role models
- Eighth grade Tours of Vocational Classrooms
- Linkage Conference - Nontraditional Workers and Vocational Educators
- Workshop/Conference for Students
  1) ODP Conference
  2) FHA Conference
- Workshop for Educators
- Futures Week, a middle school program
- Role Model Index
- Job-Visitation Program

STRATEGIES: INFORMATION DISSEMINATION

Publicity Activities

Throughout the duration of this project, every effort was made to provide for the dissemination of information regarding nontraditional opportunities in vocational education. A summary of these efforts follows:

February, 1984	˙Display Booth ˙Poster Distribution ˙Public Service Announcements ˙Principals Meeting
March, 1984	˙Newsletter to Parents
April, 1984	˙Article for School Newspaper
May, 1984	˙Media Announcements of Successful Nontraditional Vocational Students
June, 1984	˙Development of Bias-Free Brochure

STRATEGIES

INFORMATION
OPPORTUNITIES

INFORMATION DISSEMINATION

WHAT INFORMATION BOOTHS

WHEN At any community event

WHERE State and county fairs, school career day, senior citizen programs, church or women's club bazaar, flea markets, community yard sales, shopping malls, athletic events

WHO Vocational educators, students, advisory council members, and counselors

HOW Sex:

Be sure that flyers and brochures show both males and females at work in all fields of study, that females do not appear awkward or out of place, and that males in nontraditional fields do not appear feminine or in submission to females. Locate booth where it will receive the attention of a broad spectrum of society. For example, do not locate near farm equipment tents or handicraft tents, but find a neutral area.

Age:

The booth must have an attention-getter for adults. These are possibilities: "Are you thinking of changing jobs?" "Are you afraid of entering that world of work?" "Do you feel a need to upgrade your technical skills?" "Stop here for some options that you may find helpful."

Have available success stories of adults who have sought different options at different ages with pictures to show them on the job. Be able to distribute brochures with specific information about occupations, jobs, positions, programs, and schedules. Have them register for a drawing so you get names and addresses for possible follow-up.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board of Education, 1980.

STRATEGIES

Handicap and Ethnic:

Provide audio/visual presentations of all student groups in classroom and laboratory settings; include handicapped and representatives of the ethnic culture group. Have special equipment on display with a handicapped person performing a task. An example would be a word processing unit for the blind or deaf. Allow those in attendance to practice with the equipment.

Make available for inspection or dissemination catalogs, bulletins, or other literature relating to the academic and student support services offered by the vocational institution. Emphasize institutional attempts to comply with P.L. 94-142 and efforts to meet the needs of ethnic culture groups.

If names of interested parties can be obtained, follow-up with a personal letter or phone call to determine if further information or services are desired.

STRATEGIES: INFORMATION DISSEMINATION

Public Relations Media Campaign

Introduction

The Ysleta Independent School District had completed as of January, 1984, a more than two million dollar addition to its vocational high school. National Vocational Education Week, February 12-18, was selected to hold the vocational high school's open house and dedication. Students and parents would visit the various classes following the dedication.

Therefore, this week was an appropriate time to promote nontraditional opportunities. The various activities involved were as follows:

1) Display Booth
2) Distribution of posters
3) Radio/T.V. commercials
4) Principal's meeting
5) Newsletter to parents

Display Booth

During the open house, a nontraditional display booth was placed in the front hall. The booth was staffed by three nontraditional vocational students. (Two males from cosmetology and one female from electronics) The booth displayed the following:

A. Posters of nontraditional workers

B. Posters about women in the paid work force

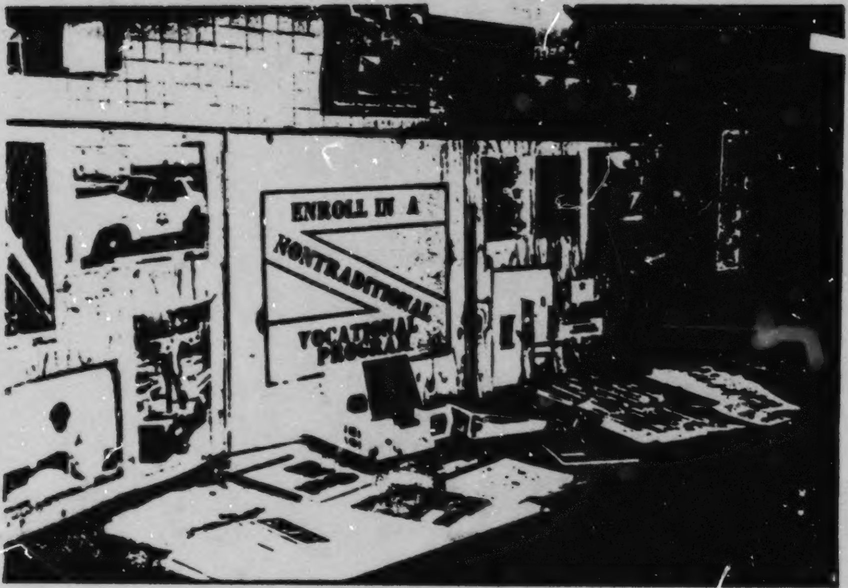
C. Filmstrip - "Opening the Doors to Nontraditional Jobs"

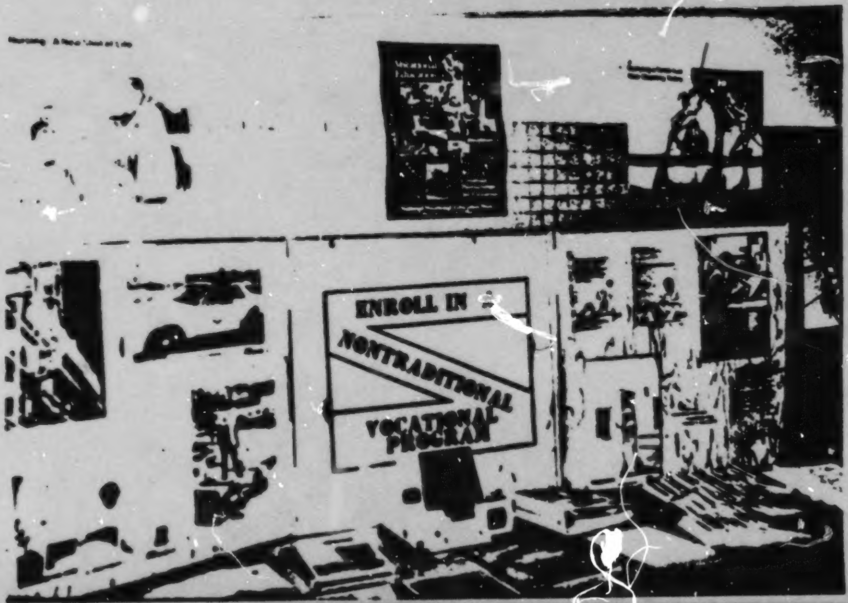
D. Hands-on demonstration by a female student working on an electronic machine

E. Pamphlets given to parents "Vocational Education for a Changing World: Parents Handbook," by the Pennsylvania Department of Education, 1980. "An Equal Chance, A Parent's Introduction to Sex Fairness in Vocational Education, by Martha Matthews and Shirley McCune, U.S. Government Printing Office, 1978.

NONTRADITIONAL

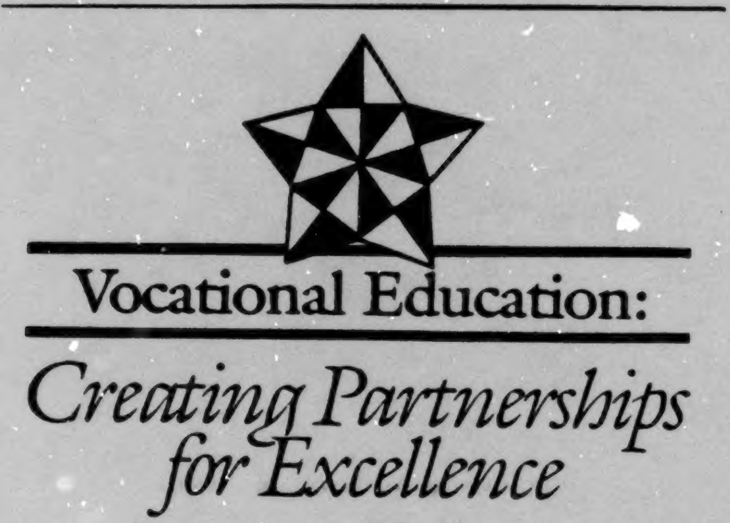
DISPLAY BOOTH


ENROLL IN A
NONTRADITIONAL
VOCATIONAL
PROGRAM

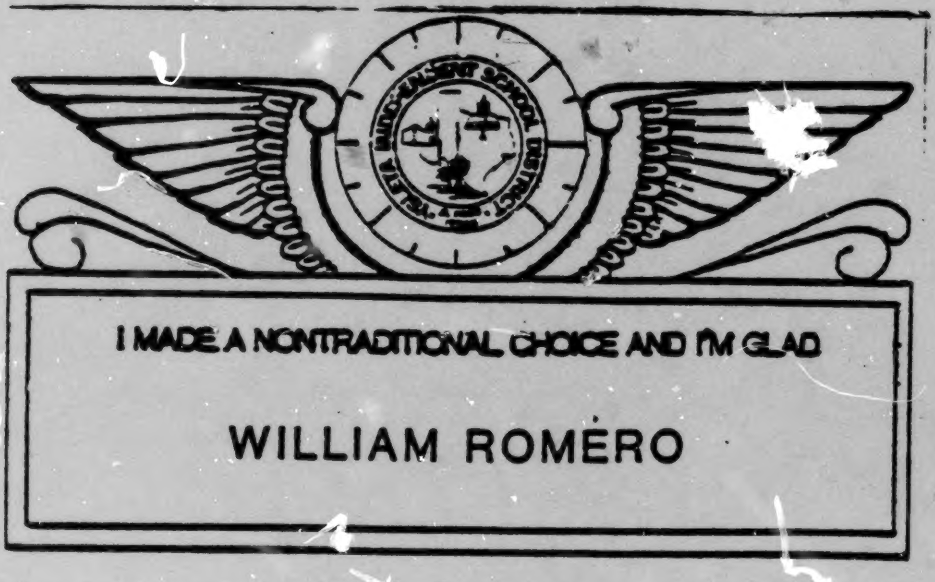

ENROLL IN A
NONTRADITIONAL
VOCATIONAL
PROGRAM

Bumper Stickers and Buttons passed out
To Parents and Students at Open House

MATERIALS USED FOR DISPLAY BOOTH


Vocational Education:
Creating Partnerships for Excellence

Name Tag for Students - Display Booth


I MADE A NONTRADITIONAL CHOICE AND I'M GLAD

WILLIAM ROMERO

POSTER USED FOR
DISPLAY BOOTH

Some ideas to think about

• Nine out of ten women will work outside the home for about 30 years of their lives.

Today's average working woman is 35, married and has children. She works out of economic necessity, not just to have extra money for spending.

• Most women in the labor force do "women's work."

That usually means low-paying, dead-end jobs. 70 percent of all women workers are concentrated in five occupational areas: *

Clerical   Sales   Service occupations   Teaching   Nursing

• This can change. You can consider a nontraditional career.

Nontraditional careers for women are jobs in fields that have been traditionally dominated by men:

Skilled trades ....carpenters, mechanics, printers, electricians

Professions.................engineering, medicine, architecture, law

Technical fields............transportation, electronics, agricultural technology

Business management, commission sales, communications, etc.

Use the next few pages to explore what comes to your mind when you think about nontraditional careers.

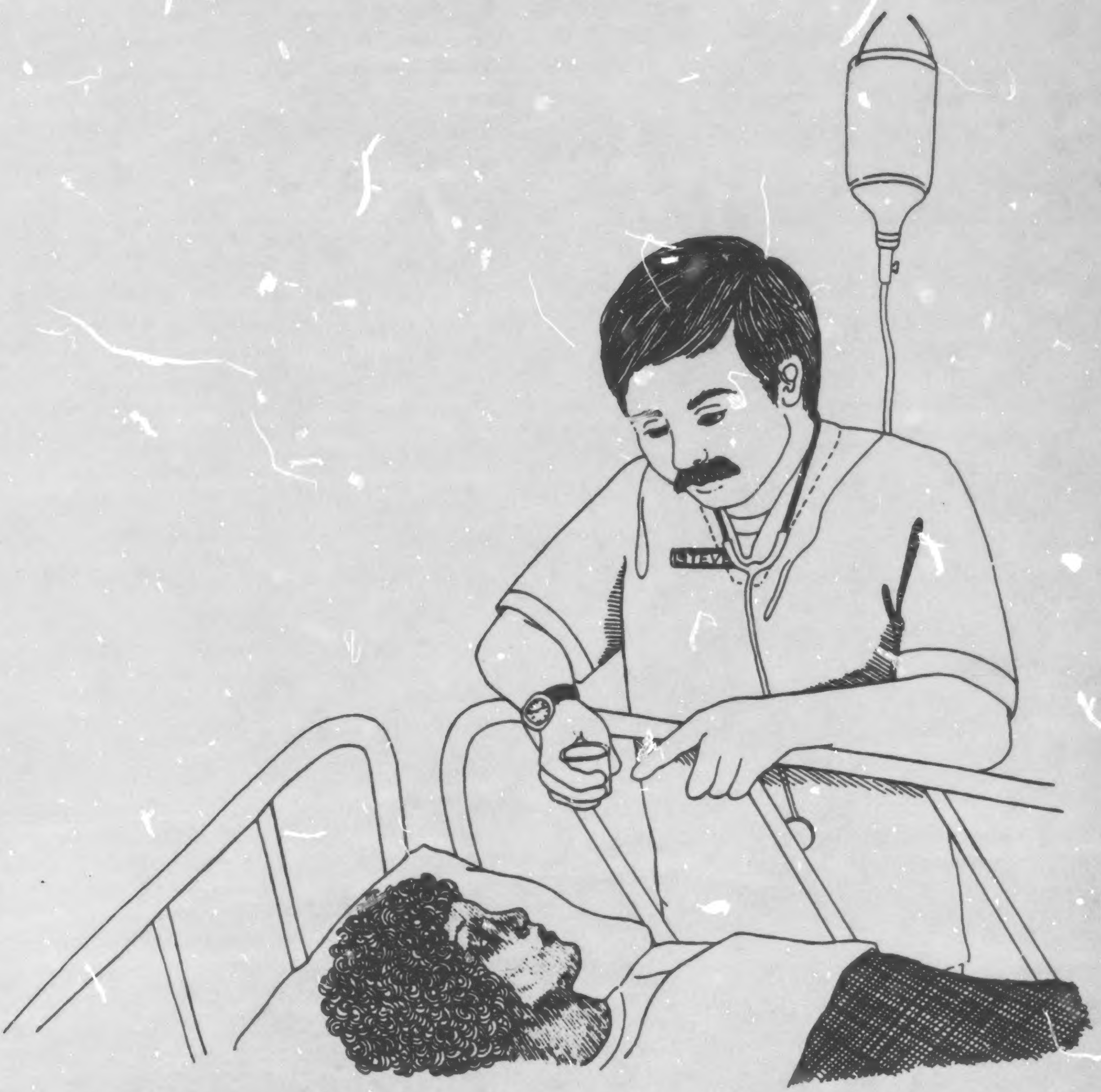
* Women's Bureau, Department of Labor

Source:

"Women in Nontraditional Careers", Northwest Regional Educational Laboratory, Portland Public Schools, March, 1981.

POSTER USED FOR DISPLAY BOOTH

What do I think when I see a man who is a nurse?



Source:
"Women in Nontraditional Careers", Northwest Regional Educational Laboratory,
Portland Public Schools, March, 1981.

STRATEGIES

INFORMATION DISSEMINATION

WHAT RADIO AND TELEVISION SPOTS (PUBLIC SERVICE ANNOUNCEMENT)

WHEN Throughout the year

WHERE Local radio or television station

WHO Recruitment staff, vocational educator or chairperson sensitive to the target population.

HOW Refer to Appendix H for specific guidelines for preparing radio and television announcements.

Sex:

Use a female speaker and alternate culturally different voices with older female voices. Emphasize that vocational education is for women, too, that particular programs are for women, and that particular institutions welcome women in all areas. Emphasize the personal satisfaction of an occupation that matches interests. Include examples of women choosing to combine work and family living.

Age:

Radio stations popular for adult listening should be used. Use adults to give testimonials on how they used a vocational program to upgrade, retrain, or prepare for a new occupation. Be sure the testimonials by adults explain how they progressed through the program, how it impacted their lives, and how they used services provided while completing the program.

Handicap:

Describe the buildings and classrooms that have been modified for the handicapped, including ramps, elevators, braille signs, adjustable lab stations, and modified curriculum designs. State that vocational institutions are seeking the enrollment of handicapped students.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board of Education, 1980.

Nontraditional Poster Distributed Throughout The School

A poster depicting nontraditional students was distributed at each classroom at the vocational high school and to the counselors at each district high school. The poster was developed by the American Vocational Association. It featured a series of twelve photos of vocational education programs designed to graphically illustrate the many ways that vocational education is involved with individuals, communities and businesses in preparing people for work.

Public Service Announcements

The following media releases took place to inform the public as well as help recruit potential nontraditional vocational students during National Vocational Education Week.

Radio Advertisements: KHEY Radio and Y96 FM stations were chosen because they had the largest listening audience. Thirty-two spots were aired between February 9-15.

T.V. Announcements: Channel 4, KDBC, and Channel 13 (KCOS, PBS) television stations aired Public Service Announcements, February 9-15. A sample schedule took place Friday, February 10, 1984:

Channel 4:	2:50 p.m.	5:20 p.m.
	3:28 p.m.	8:28 p.m.

In addition, the evening news aired two video tapes received from the Vocational Education Equity Program (Pennsylvania Department of Education, P. O. Box 911, 333 Market Street, Harrisburg, PA 17108).

The tapes depicted the following nontraditional work:

- An hispanic male medical assistant explains the rewards of medical related jobs (available with English captions and Spanish narration).

- A black female roofer's assistant says she used to be a model, but that repairing and installing roofs are more rewarding (available in English).

Note: KCOS, the local public service television taped a new ending advertising the Ysleta Vocational High School's Open House.

Radio talk show: KTEP, Radio, (radio show aired by the University of Texas at El Paso)

Phyllis Armijo, President of Ysleta I.S.D. Board of Trustees, Jerry Ivey, Director of Vocational Education and Armenia Smith, Ysleta I.S.D. Vocational Equity Project were interviewed Wednesday, February 15, 1984. Major topics discussed were the addition to the Ysleta Vocational High School, the Open House and nontraditional vocational opportunities. The host did an excellent job highlighting males getting into homemaking and secretarial classes.

KHEY
690 AM 10,000 WATTS

Y96
FM

2419 N. PIEDRAS ST.
EL PASO, TEXAS 79930
PHONE 566-9301

salesman: ____________________ start: ____________________

stop: ____________________

dvertiser: YSLETA VOCATIONAL OPEN HOUSE

ddress: ____________________

by: ____________________ length: ____________________

ATC # ____________________ add. ____________________

replace ____________________ supplemental ____________________

pecial instructions

#1

A WOMEN IN THE 80'S CAN BE ANYTHING SHE WANTS TO BE...AS LONG AS SHE HAS THE SKILLS AND TRAINING. STUDENT VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS CAN PREARE WOMEN FOR AN EXCITING CAREER. ENROLL IN A HIGH TECH PROGRAM OR LEARN THE BASICS OF ELECTRONICS, TRY CONSTRUCTION, MACHINE SHOP OR PRINTING. FIND OUT ABOUT VOCATIONAL EDUCATION WEEK FEB. 12 TO THE 18th AND DISCOVER HOW YOU AND STUDENT VOCATIONAL EDUCATION CAN FORM A PARTNERSHIP FOR EXCELLENCE. VISIT YSLETA VOCATIONAL HIGH SCHOOLS OPEN HOUSE WEDNESDAY, FEB. 15th AT 7PM...300 VOCATIONAL DRIVE. IT COULD CHANGE YOUR LIFE.

30 sec.

60 sec

KHEY
690 AM 10,000 WATTS
Y96 FM

2419 N PIEDRAS ST.
EL PASO, TEXAS 79930
PHONE 566-9301

salesman: ________ start: ________
stop: ________
advertiser: YSLETA VOCATIONAL OPEN HOUSE
address: ________
by: ________ length: ________
ATC # ________ add. ________
replace ________ supplemental ________

special instructions

30 sec.

60 sec

#2

READY FOR A CHANGE? LOOKING FOR A NEW CAREER? IF YOU NEED SOMEONE TO HELP YOU, HERE'S THE CHANCE TO SEE YOUR NEW CAREER TAKE OFF. VOCATIONAL EDUCATION IS PARTNERS WITH STUDENTS. COME TO THE YSLETA VOCATIONAL HIGH SCHOOLS OPEN HOUSE ON WEDNESDAY, FEB. 15th AT 7PM...300 VOCATIONAL DRIVE AND DISCOVER HOW YOU AND STUDENT VOCATIONAL EDUCATION CAN FORM A PARTNERSHIP FOR EXCELLENCE. DON'T FORGET WEDNESDAY, FEB.15th 7PM, YSLETA VOCATIONAL HIGH SCHOOL...300 VOCATIONAL DRIVE. IT COULD CHANGE YOUR LIFE.

PUBLIC SERVICE ANNOUNCEMENTS

Institution: Ysleta Vocational High School, Ysleta I.S.D.
Address: 300 Vocational Drive El Paso, Texas 79915
Phone Number: (915) 859-7971 Ext. 269
Contact Person: Armenia Smith

For Frequent Broadcast From February 12 - 18, 1984

30 seconds NOTICED THE NUMBER OF CHANGES TECHNOLOGY HAS MADE IN YOUR LIFE LATELY? COMPUTERIZED VENDING MACHINES AND MICROWAVE OVENS; ELECTRONIC BANKING AND SUPERMARKET CHECKOUT SERVICES ARE JUST A FEW. CONTACT YOUR LOCAL VOCATIONAL/TECHNICAL SCHOOL TODAY, AND FIND OUT ABOUT CAREERS THAT CAN GIVE YOU A PART IN THE FAST PACED TECHNOLOGICAL AGE.

0 seconds A WOMAN IN THE 80'S CAN BE ANYTHING SHE WANTS TO BE...AS LONG AS SHE HAS THE SKILLS AND TRAINING. VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS CAN PREPARE WOMEN FOR AN EXCITING CAREER. ENROLL IN A HIGH TECH PROGRAM OR LEARN THE BASICS OF ELECTRONICS, TRY CONSTRUCTION, MACHINE SHOP OR PRINTING. FIND OUT ABOUT VOCATIONAL EDUCATION PROGRAMS IN YOUR COMMUNITY DURING VOCATIONAL EDUCATION WEEK, FEBRUARY 12 to the 18th AND DISCOVER HOW YOU AND VOCATIONAL EDUCATION CAN FORM A PARTNERSHIP FOR EXCELLENCE.

0 seconds WANT TO BE A PART OF ONE OF THE FAST-PACED TECHNICAL FIELDS? DO YOU WANT A GOOD SALARY AND UPWARD MOBILITY IN YOUR CAREER? VOCATIONAL EDUCATION CAN HELP YOU GET INFORMATION ON THE TOP NEW CAREERS OF THE 80'S. CALL YOUR LOCAL SCHOOL TODAY. IT COULD CHANGE YOUR LIFE. VOCATIONAL EDUCATION IS CREATING PARTNERSHIPS FOR EXCELLENCE.

20 seconds A VOCATIONAL/TECHNICAL EDUCATION PROGRAM PUT YOU IN CONTROL OF YOUR CAREER. IF YOU'RE LOOKING FOR A CHANCE TO UPGRADE YOUR SKILLS OR WANT TO MOVE INTO A WHOLE NEW FIELD, CALL YOUR LOCAL VOCATIONAL EDUCATION PROGRAM TODAY. VOCATIONAL EDUCATION IS CREATING PARTNERSHIPS FOR EXCELLENCE.

20 seconds SKILLED WORKERS MEAN INCREASED PRODUCTIVITY, AND THAT'S GOOD BUSINESS. SUPPORTING VOCATIONAL EDUCATION IS GOOD BUSINESS TOO. VISIT Ysleta Vocational High School
300 Vocational Drive El Paso, TX 79915 name of vocational institution
DURING VOCATIONAL EDUCATION WEEK, FEBRUARY 12 through the 18th, AND FIND OUT HOW YOU CAN BECOME INVOLVED.

20 conds EMPLOYERS, IF YOU'RE TRYING TO FIND WORKERS WHO CAN GET THE JOB DONE, LOOK TO YOUR LOCAL VOCATIONAL EDUCATION PROGRAMS FOR HELP. CREATE A PARTNERSHIP TO ASSURE EXCELLENCE IN SCHOOL AND ON THE JOB. IT MAY BE THE BEST INVESTMENT YOU CAN MAKE. VOCATIONAL EDUCATION IS CREATING PARTNERSHIPS FOR EXCELLENCE.

20 econds OVER 17 MILLION AMERICANS ARE ENROLLED TODAY IN VOCATIONAL/TECHNICAL PROGRAMS. YOU CAN BE ONE OF THEM. VOCATIONAL EDUCATION INSTRUCTORS WANT TO BE PARTNERS IN PLANNING YOUR CAREER. CALL YOU LOCAL VOCATIONAL EDUCATION PROGRAM TODAY.

20 econds HAVE YOU CHECKED THE "HELP WANTED" ADS RECENTLY? ALL THE GOOD JOBS SEEM TO TAKE THE SKILLS AND THE KNOW-HOW YOU DON'T HAVE. YOU CAN GET THE TRAINING YOU NEED TO LAND A GOOD JOB. VISIT YOUR LOCAL VOCATIONAL/TECHNICAL SCHOOL DURING VOCATIONAL EDUCATION WEEK- FEBRUARY 12th through the 18th AND FIND OUT HOW.

20 econds FOR MILLIONS OF AMERICANS, VOCATIONAL/TECHNICAL TRAINING IS THE KEY TO NEW EMPLOYMENT. UNLOCK THE DOORS THAT STAND BETWEEN YOU AND A NEW CAREER. ENROLL IN A PROGRAM AT YOUR LOCAL VOCATIONAL/TECHNICAL SCHOOL DURING NATIONAL VOCATIONAL EDUCATIONAL WEEK, FEBRUARY 12 through the 18th. VOCATIONAL EDUCATION IS CREATING PARTNERSHIPS FOR EXCELLENCE.

10 econds READY FOR A CHANGE? LOOKING FOR A NEW CAREER? IF YOU NEED SOMEONE TO HELP YOU, HERE'S THE CHANCE TO SEE YOUR NEW CAREER TAKE OFF...VOCATIONAL EDUCATION WANTS TO BE YOUR PARTNER. Come to the Ysleta Vocational High School's Open House on
name of the vocational institution
Feb. 15, 1984 at 7:00 p.m. . WE'RE CREATING PARTNERSHIPS FOR EXCELLENCE.
phone number

10 seconds TOMORROW'S LEADERS ARE BEING PREPARED TODAY IN VOCATIONAL EDUCATION PROGRAMS. JOIN OTHER COMMUNITY LEADERS IN SUPPORTING THEM. BECOME A PARTNER WITH VOCATIONAL EDUCATION TO CREATE PROGRAMS OF EXCELLENCE FOR TOMORROW'S LEADERS.

10 econds VOCATIONAL EDUCATION OPENS THE DOOR TO OPPORTUNITY. VISIT Ysleta Vocational High
name of vocational
School's Open House on: February 15, 1984 at 7:00 p.m.
institution

10 econds EMPLOYERS, ARE YOU PREPARED TO INVEST IN EMPLOYEES WHO KNOW HOW TO USE THE NEW TECHNOLOGY AND WORK IN TOMORROW'S WORKPLACE? CREATE A PARTNERSHIP FOR EXCELLENCE WITH THE VOCATIONAL EDUCATION PROGRAMS IN YOUR COMMUNITY.

FOLLOW-UP ACTIVITIES

- Principal Meeting
- Newsletter to Parents
- Media Announcements of Successful Vocational School Graduates
- Bias - Free Brochure
- Article/Column for School Newspaper

Principal Meeting

The principal's meeting was held at the Vocational High School. This provided an opportunity for the principals to visit the new programs and see hands-on demonstrations by the students.

Attachment #1

MEMORANDUM

TO: All Principals

FROM: Bob Bradley

SUBJECT: Principals' Meeting
Wednesday, February 15, 1984

DATE: February 13, 1984

In order that you may have an opportunity to see the new facilities at the Vocational High School, the principals' meeting will be held at that school on Wednesday, February 15th. You will be given a quick tour at 9:30 A.M. before the meeting begins.

BB/jc

Newsletter to Parents

In the district's newsletter March 1984, an article entitled "An Equal Chance," provided information to parents regarding vocational programs. It discussed facts concerning women and work and encouraged them to help their children in their exploration of career choices. (See Attached)

Newsletter
YSLETA INDEPENDENT SCHOOL DISTRICT
MARCH 1984

An Equal Chance

Children are frequently asked what they want to be when they grow up.

Traditionally, boys have answered: a fireman, a policeman, a pilot or a football player.

Girls stick to nurses, teachers, secretaries or Dallas cheerleaders (if they live in Texas).

According to Armenia Smith and Marilyn Money of the Ysleta Equity Program, this is proof that our society has done its job in making children believe that boys are best suited for some jobs while girls are suited for others.

The idea of certain professions being reserved for either sex has been reflected in the job patterns and salaries of men and women. The pay for female-dominated careers has traditionally been lower than those reserved for men.

Things are beginning to change, however. More people are filling positions normally reserved for the other sex. That change in job selection is being reflected in vocational education enrollments.

Normally, 11 percent of the student body studying agriculture are women; 21 percent of the students preparing for nursing, medical technology and laboratory work are men; 25 percent of the student body studying for careers as secretaries and clerks are men; 13 percent of the students learning trades in industry are women.

A glance at statistics about the number of women entering the labor force is an eye-opener which suggests that young women enrolling in a vocational program should definitely think about tackling courses normally reserved for their male counterparts.

It might seem too early to talk to children at the elementary age about possible career choices; however, it is not so. They are still putting together attitudes which will help them make that choice when the time comes.

As parents, we should make sure our children have the facts. Our daughters will probably be working for pay outside their homes, and if stereotyping continues, they will be paid less than our sons. Our sons will probably be married to women who will be working outside the home for pay, so the effects of low pay for women will also impact our sons.

There are many vocational programs available in the Ysleta Independent School District and more have been added since the addition to the Vocational High School. Every vocational course is open with equal opportunities to boys and girls.

As parents, we should examine the courses offered through the vocational program, whether our children are boys or girls, college bound or not. Vocational training offers skills which will make tomorrow's worker more competitive when entering the job market.

And remember, the world of work is changing. Men and women are sharing tasks once reserved for a particular gender.

As parents we can help our children by guiding them in their exploration of career choices. We can encourage them to consider a career, not based upon its traditional work force, but based upon what our sons or daughters will find rewarding.

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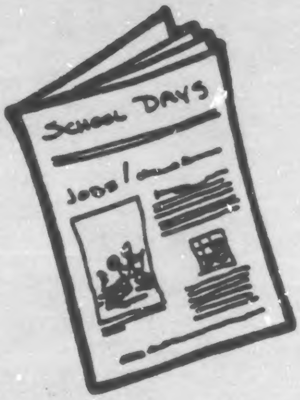
STRATEGIES



INFORMATION DISSEMINATION

WHAT ARTICLE/COLUMN FOR SCHOOL NEWSPAPER

WHEN Periodically

WHERE In the high school or community college

WHO Vocational students, vocational educators, and recruitment staff

HOW For All Target Groups:

Provide articles and advertisements for school newspapers that explain vocational programs and tell about pioneering students. Encourage the school newspaper staff to do a series of articles, possibly including questionnaires on sex equity or sex stereotyping. Include people in pioneering jobs and those who have changed careers. Provide photographs to accompany articles. A regular column in the school newspaper would provide news about programs as well as graduates of those programs.

See Appendix D for guidelines for preparing news articles.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board of Education, 1980.

The Parkland New Times
"We print the Voice of the Matadors"
Volume VI Number VII
April 18, 1984

Non-Traditional Courses Become Popular With Girls

by Mary Mata

Anywhere you look today you can see women doing mens jobs and men doing womens jobs. This isn't too unusual anymore, because everyone is becoming better educated in all fields of work. You find women doctors, mechanics, electricians and even construction workers. Men are also doing jobs such as nursing, cooking and homemaking.

One of the schools preparing them for this is the Ysleta Vocational High School. It was built to accomodate both men and women and offers such courses as law enforcement, drafting, and food service. At the vocational high school the courses may be taken by anyone; no program is for a specific sex.

Mr. Bouche would like to see more people taking non-traditional courses. These courses are usually related to boys or girls only.

Getting people to begin a non-traditional is hard and time consuming. Many people believe they will be discriminated against. This is certainly not true at the vocational high school.

Some of the people taking non-traditional courses at the high school are Elsa Garcia in auto transmission; Ana Garcia in building trades; Naomi Sanchez in appliance repair; Craig Thomas and Erick Bullard in food service. They were each in a class where all other people were of the opposite sex.

It was hard at first. "When I first started, no one would talk to me," commented Elsa Garcia. "Now they seem to feel more comfortable having me around. They even offer to help me when I don't understand something."

Many of the boys didn't seem to mind having girls in class. Some even said they made the place seem nicer. Others thought the girls had to be intelligent and hard working to be in some of the courses.

"We really enjoy cooking and baking," Craig Thomas and Erick Bullard. "The girls believe there should be more male chefs."

"The experience of learning how to change oil or how to make dinner may come in handy when you are out on your own. Everyone should have some kind of experience with these courses," explained Mr. Castorena, one of the teachers at the high school.

Any one interested in taking a non-traditional course should see Mr. Bouche.

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STRATEGIES

ANNOUNCEMENTS

INFORMATION DISSEMINATION

WHAT MEDIA ANNOUNCEMENTS OF SUCCESSFUL VOCATIONAL SCHOOL GRADUATES

WHEN Week-ends or "prime-time" spots

WHERE Local radio, TV, or newspaper

WHO Recruitment staff

HOW Sex:

Find successful graduates of nontraditional programs. Have them describe the peer and/or family pressures as well as attitude adjustments they faced in completing the program. Also describe the current level of satisfaction achieved. Mention any support activities that contributed to their program completion and vocational progress.

Age:

Use an adult graduate of a program for a "before" and "after." A good example might be a displaced homemaker showing the before as an individual left with several children to support and no source of income. Be sure the individual indicates the steps they completed in locating information about training and sources of support for them as they pursued training. Then show them in their actual place of employment and indicate the amount of time it took for the individual to be gainfully employed.

Handicap and Ethnic:

The purpose of such announcements is to create interest in vocational education in general and certain schools in particular. Whether in English or another language content might include:

1. Job opportunities for those with specific technical skills.
2. Feature stories of graduates who have found success in a particular vocational field.
3. Obstacles a handicapped graduate overcame.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board of Education, 1980.

H-4 Neighborhood Edition — EL PASO HERALD-POST, Wednesday, May 14, 1984

Herald-Post photo

Police Chief Bill Rodriguez congratulates students Paula Mendez, from left, Silvia de la Rosa and Martha Ramirez on their statewide awards.

Female students dominate law-enforcement contest

By Frank Ahlgren Jr.
El Paso Herald-Post

While there are plenty of females in every kind of law enforcement today, a lot of people still think of police work as predominantly a man's job.

Therefore Jim McChesney is "tickled pink" that three of his female pre-law enforcement technology students at Ysleta and Riverside High schools won first, second and fourth places in statewide competition at Houston recently.

They are Paula Mendez, 1st place; Martha Ramirez, 2nd place, and Silvia de la Rosa, 4th place.

The three, all 18, had previously won the first three places in district vocational competition, then went to Houston to compete with 30 other district winners.

McChesney, a retired military man with three years of experience in the Sheriff's Department before he took over his teaching job, said it was the fourth year in a row that he had students winning honors in the state finals. "But this is the first time they've all been girls," he said.

McChesney took his three winners to meet Police Chief William Rodriguez, who lauded their accomplishment and their interest. "Maybe it's about time," he said.

The three young women explained the course is not police academy-type training.

"It doesn't involve how to make an arrest or handle a physical confrontation or anything like that," Miss Ramirez said. "It's more like pre-law school — the application of criminal laws."

Miss de la Rosa, who aspires to be a police officer, said she took the course simply because it presented a challenge.

Miss Ramirez, who has a scholarship at UT El Paso next year and plans to be either a lawyer or an engineer, said she believes the fact that three young women made practically a clean sweep of top honors in the state competition "opens a door. It's a blow against discrimination."

Miss Mendez, member of a Border Patrol Explorer Scout troop, said she hopes to make a career in the Border Patrol.

The Houston competition, held the weekend of April 28, involved 4,000 to 5,000 students competing in various fields of the Vocational Industrial Clubs of America's Texas Skill Olympics.

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STRATEGIES

Opportunities
Careers

INFORMATION DISSEMINATION

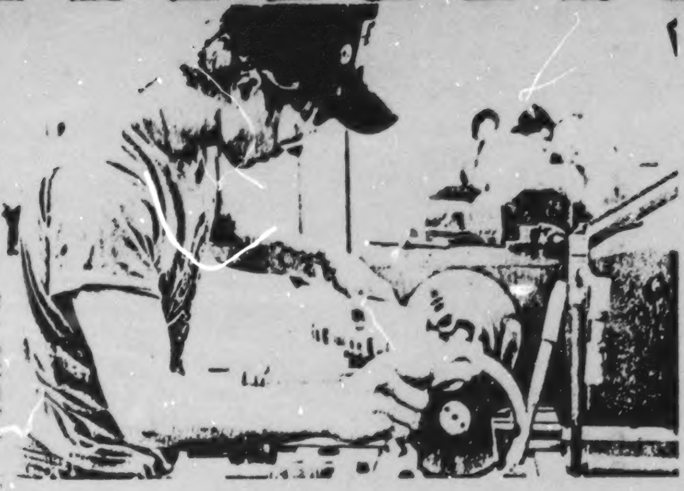
WHAT	BIAS-FREE BROCHURE
WHEN	Anytime, allowing for printing time so that brochures are available when needed as part of other strategies
WHERE	For use in community displays, mailings, or other display plans
WHO	Vocational educators, counselors, or administrators
HOW	For All Target Groups:

Show target populations in nontraditional work situations by means of drawings or photographs. Present men and women of various ages, ethnic cultures, and physical conditions. Give wage and hour information in brief and estimate school time for completion. Indicate special facilities for handicapped and special services offered. Give more than one name, male, female, and ethnic group member, if possible, as contact persons.

Be sure to use brochures where they will reach the target population, i.e., place them where the target population congregates or spends time.

See Appendix A for specific guidelines for preparing brochures.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board of Education, 1980.



it is for you...

- if you want to learn new job skills that businesses want in an employee,
- if you want to use what you've learned in school in a practical way,
- if you want to learn **where** to look for the job you want, and
- if you want to be able to find that special job when you graduate.

vocational edu
for you...

- if you want to learn new ways of working with people,
- if you wa
  self-confid
  learning t
  job well,

vocational education is...

preparation for the world of work. It gives you a chance to learn job ski
increase self-confidence. It helps you develop an understanding of the w
develop good work attitudes and develop the ability to get along with ot
You will be able to learn skills which are necessary in obtaining, keeping
advancing in employment.

- **If you take vocational education**

Discrimination Prohibited

No person in the United States, shall, on the ground of race, color, national origin, or handicapping condition, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving federal assistance.

BEST COPY AVAILABLE

DESIGNING A VOCATIONAL EDUCATION BROCHURE

STRATEGY: INFORMATION DISSEMINATION

PURPOSE: To develop an attractive and accurate vocational education brochure.

Most vocational education material designed for student use is less than interesting. It is packaged in unexciting ways and the content is often so cut and dry that the student is bored before completing the first task. If vocational programs are to attract good students, it is extremely important that the students' first encounter with vocational education is a positive one. Usually, this first encounter with vocational education is in the counselor's office. There the student is handed several mimeographed pages that detail the vocational offerings within the school and/or school district. These descriptions often include the requirements for enrolling in the course such as age, grade point average, parental permission, job skills learned in the training program, entry level jobs available to the student upon satisfactory completion of the vocational course and beginning salary schedules. Although the information is usually very accurate, it is also usually very unimaginative in both concept and package. No two programs are described in similar manner.

With very little time or money but lots of cooperation from all of the vocational teachers, an attractive and accurate brochure can be developed for use by all of the counseling staff as well as the vocational teachers in a school or an entire school district. Not only will such a brochure be useful to students, it will also be extremely helpful to the school administration when trying to explain different school programs to parents. Parents will find such a brochure gives them a capsulized look into vocational education and will help them help their child make a more informed decision on whether or not to enroll in a vocational program while in high school. Such a brochure can be used as a mailout to incoming students so they can start planning well in advance for the course they may want to take while in high school.

SPONSOR: Counselor, Vocational Teacher/Department, or School Administrator

METHODOLOGY: How do you go about creating such a masterful brochure? It's really very easy.

Step 1: Figure out how much money you have to work with. This will determine if the brochure is to be printed or mimeographed.

Step 2: Compile a list of all vocational programs that students may take at the high school or at a trade school operated by the school district.

Step 3: Ask each vocational teacher to write a brief summary of his/her course. The summary should include the following information:

- name of course,
- skills taught,
- length of training program if different from all others,
- beginning pay scales for student completing the training, and
- types of jobs a student is qualified for after completion of the vocational program.

Give all teachers a specific time limit in which to write the summary, e.g., one week. If the program is not taught on your particular campus, it will be necessary to get the needed information from the teacher or counselor on the other campus who does teach the course. The information should be obtainable over the telephone.

Do not include the name of teachers or other specific details that will make the brochure obsolete within a year. Be sure to make it clear that all qualified students, girls as well as boys, may enroll in any vocational program.

Someone must also write an introductory paragraph that explains vocational education in general, requirements for enrollment in a vocational course and any other pertinent information common to all vocational courses.

Step 4: With the aid of the vocational office program, the information gathered on each program can be typed in a uniform fashion to be used in the brochure. The normal size of each panel in the brochure is 4" x 9" with quarter inch margins on each side of the panel. Top and bottom margins may vary with content but it is advisable to leave at least a half-inch top margin. The number of panels will be determined by the amount of space needed to comfortably accomodate summaries of each of the vocational offerings. If possible, the person typing the brochure will right justify the print so that it appears to be typeset.

Step 5: Find someone who is artistically inclined or find an art teacher who is willing to take your brochure as a class project. Having located this person, explain your dilemma: you have a brochure, but no cover for it. What you need is a non-sexist, clever drawing of some sort that will catch the eye of the student as well as the parent so that they will want to look inside to see what the brochure has to say. Due to the cost of printing colors, it is advisable that your art work be in black and white.

Step 6: Put the brochure together for printing. The cover should be the first panel, followed by the introductory paragraph and then the body of the brochure. The final two panels should contain a detachable form for students to complete when they want more information and a blank panel for mailing purposes should you decide to mail the brochure to students, parents, etc. Remember to take into account the folding when laying out the brochure.

Step 7: If you are going to mimeograph the brochure, you must transfer all your information to stencil. This includes the narrative as well as any art work such as the cover. Once you have transferred everything for stencil, proofread it for typographical errors. Once all corrections have been made, you are ready to run off the brochure. Try to run the brochure as neatly as is possible and use both front and back of the paper to avoid stapling and to insure a brochure-like effect.

If you are able to have the brochure printed, take it to the print shop and show them how it is to be printed. Glossy white paper is always more desirable as it catches the eye of the reader. One thousand copies of a black and white brochure should cost you less than $100 and two thousand are only slightly more expensive. The first brochure is the expensive one; all others are extremely cheap to run off. Have as many copies printed as you can possibly afford; they are well worth the initial investment. You will see that they are very popular because they are one of the best looking brochures to be had anywhere in the school. Have enough printed so that you do not have to ration them. You will be able to use them in countless places and on countless occasions.

Step 8: Distribute the brochures to all the appropriate offices within your school and send them to civic groups and churches in your community to let them know what is happening in vocational education in your school. People enjoy being kept up-to-date on non-controversial issues such as vocational courses offered in the high school.

Source: Fredell, Bergstrom and Joseph E. Champagne, EVE, Equal Vocational Education (Houston, Texas: University of Houston, The Center for Human Resources, 1976), pp. 4-6.

VOCATIONAL OPEN HOUSE FOR VOCATIONAL APPLICANTS

An open house was held March 10, 1984 at the Vocational High School for over 200 students who had applied for admission to a vocational program. The purpose of the program was to familiarize students with the vocational facilities and programs offered in the high school and to provide them with up-to-date information regarding nontraditional job opportunities.

This open house provided an opportunity for potential vocational students to:

1) visit and tour the vocational high school
2) listen to a panel of nontraditional workers
3) view hands-on demonstrations in various vocational classrooms
4) listen to a panel of business people
5) visit a booth staffed by nontraditional students

Methodology

The following activities were followed:

1. Get approval from school personnel
2. Design agenda
3. Meet with vocational counselors and set date
4. Develop and send out registration forms
5. Meet with faculty and recruit teachers who will provide hands-on demonstrations
6. Identify speakers

7. Send out confirmation letter to guest speaker
8. Arrange for refreshments, name tags and student materials
9. Schedule bus transportation
10. Identify students to staff registration desk

The schedule was as follows:

8:30 - 9:00	Travel from home school
9:00 - 9:15	Registration
9:15 - 10:00	Panel - Nontraditional Workers
10:00 - 10:15	Refreshments
10:15 - 11:00	Tours
11:00 - 11:45	Panel - Business Representatives
11:45 - 12:00	Closing - Evaluation/Door Prizes

Closing

Before the closing, door prizes were given out. These included:

1. A jacket - AT&T
2. Shirt, Hat, Posters - Airway Dodge
3. Radio - El Paso Electric
4. Calculator and Hat - Texaco
5. Olympic Pen and Pencil set - Ysleta Equity Program
6. Discount Books (Value $300) - Saltech Inc.

Comments

The Vocational Counselors felt this was the most effective strategy to increase the enrollment in vocational programs.

ACTIVITY SUMMARIES

Panel Presentation/Nontraditional Workers

Four nontraditional workers talked to students about their careers. The Dental hygienist (male) stressed the importance of considering a job with a future. (He had wanted to be a rock star and realized that only a very few achieve that goal.)

The construction manager/estimator stressed how difficult for her to have gotten married at 18, now have two children, and be a wife and continue to get an education. (Mixed roles of mother, wife, student and nontraditional worker.) Advised students to pay attention to their academic studies.

The office clerk (male) discussed how this position is just a stepping stone to a career goal to become a computer operator.

The appliance repair person (female) described how she had moved from office work (which she hated) to appliance repair and how some customers refuse to believe that she can repair their appliances.

Tour

The students were divided into six groups and toured the facility. Vocational teachers and students explained their program and performed demonstrations.

Panel Presentation/Business Representatives

Five representatives of business talked to students regarding their work and gave advice for the future. The manager of the El Paso Community College Print Shop discussed the various jobs available in office duplicating programs. She ended urging the students to set goals and that success includes 4 D's - dedication, discipline, desire and determination.

The community service representative of the El Paso Electric Company discussed how he changed from the marketing department where he produced future marketing reports to a people job which he was more suited. His advice for the students was to know yourself well enough and pay attention to the basics of reading, writing and mathematics while they were in school.

The systems technician of American Telephone and Telegraph (also president of the Union) discussed the transformation of his company to computers. He explained how important it was for young people to learn to read and write well. Their job success depended on it. He encouraged the students to take every advantage of training in computers to better prepare for the information age.

The manager of Airway Dodge discussed how many times he has changed careers since being trained to be an auto mechanic after high school. (Auto mechanic, engineering student, race car builder, entrepreneur, mechanic in Saudi Arabia, real estate sales, car sales) He encouraged students to take advantage of the training available at the vocational high school.

The supply coordinator of Packard Electric discussed what the company produces and its relationship to the twin plant concept with Mexico. Her advice included to stay in school, learn your basics, and set goals.

APPLICATION FORM

VOCATIONAL OPEN HOUSE

Dear Vocational Applicant,

The Ysleta Vocational High School would like to invite you to attend an open house on Saturday, March 10, 1984 from 9:00 a.m. - 12:00 noon. We hope that you will be able to come!

You will be provided:

- a tour of the building
- a panel of students discussing nontraditional fields
- an opportunity to meet business people in different vocational fields and
- demonstrations

If you are interested in attending, please complete the attached registration form and return it to your vocational counselor tomorrow. Please note that you will need your parents permission to attend.

Bus transportation will be provided. The bus will pick up students at their high schools between 8:30 a.m. - 8:45 a.m. You will be returned to your school by 12:30 p.m. Refreshments will be provided. Also, we hope to have a drawing for door prizes.

- -

Return to your Vocational Counselor tomorrow.

NAME____

ADDRESS________________________________PHONE____________

SCHOOL____

Vocational Program you have applied for:

____

My son/daughter has permission to attend the Vocational Open House on Saturday, March 10, 1984 from 9:00 a.m. - 12:00 noon.

____
Parents Signature

YSLETA INDEPENDENT SCHOOL DISTRICT
8445 VALDESPINO STREET
EL PASO, TEXAS 79907-6099
(915) 859-7971

March 2, 1984

LETTER TO PANEL REPRESENTATIVE

Thank you for accepting the invitation to participate at the Ysleta Vocational High School's Open House.

This open house will provide an opportunity for potential vocational students to:

1) visit and tour the vocational high school
2) listen to a panel of nontraditional workers
3) view hands-on demonstrations in various vocational classrooms
4) listen to a panel of business people
5) visit a booth staffed by nontraditional students

The open house will be held on March 10, 1984 at the Vocational High School, 300 Vocational Drive (located at the 7600 block of Alameda). You will be serving on the panel representing nontraditional workers which will be from 9:15 - 10:00.

A tentative schedule is enclosed for your consideration. Also, attached are the panel guidelines. Please check in at the registration table (located at the front door) ten minutes before your scheduled presentation.

If you have any questions regarding the program, please telephone Armenia Smith at 859-7971 Ext. 269. Your participation at this open house is greatly appreciated.

Sincerely,

Armenia Smith
Vocational Equity Project

MEMORANDUM TO VOCATIONAL TEACHERS

MEMORANDUM

TO: Person Addressed

FROM: Armenia Smith AS
Ysleta Equity Program

SUBJECT: Vocational Open House
March 10, 1984

DATE: March 6, 1984

Thank you for agreeing to participate in the Vocational High School's Open House. Remember, if you possibly can, have a few students there to provide some type of hands-on demonstration for the participants.

Attached is a schedule for your consideration. Please check in at the registration table (located at the front door) between 8:30 - 8:45.

I look forward to seeing you Saturday and if you have any questions, please call me at 859-7971 Ext. 269. Your participation at this open house is greatly appreciated.

em

QUESTIONS FOR PANEL

ON

NONTRADITIONAL WORKERS

The following questions are for your use as guidelines in preparing your seven (7) minute presentation. If time permits, questions will be taken from the audience after all panelists have given their presentation.

1. What occupational position do you presently hold? What route did you follow in attaining your position?
2. What education or training is necessary for your particular type of job?
3. What obstacles did you overcome in achieving your career goals?
4. What advantages or disadvantages do you encounter in your position?
5. What advice would you give our conference participants about entering your field of work?

The moderator for your panel is Armenia Smith (859-7971 Ext. 269). The panelists in this session are:

Arnold Chavarria
Registered Dental Hygienist for
Dr. Robert Watson
8611 North Loop work - 859-2690
408 Link Drive home - 859-5142

Lori Lowman
Estimator for
R. D. Lowman General Contractor
1617 E. Missouri work - 533-4431
357 Chermont home - N/A

Susan Peterson
Repair Technician for
Sears
3000 Durazno work - 544-4000
10000 Rushing Apt. 33 home - 751-9703

Gloria B. Ramirez
Draftsperson for
Saltech Corp.
11237-B Pellicano work - 592-7982
3828 Taylor Avenue home - 562-5283

Victor Serna
Part-time office clerk
Ysleta Independent School District
8445 Valdespino work - 859-7971

QUESTIONS FOR BUSINESS REPRESENTATIVES

The following questions are for your use as guidelines in preparing your seven (7) minute presentation. If time permits, questions will be taken from the audience after all panelists have given their presentation.

1. What is the nature of your work? What are the activities, duties, and responsibilities of the different workers at your place of business?
2. What general mental abilities are required to complete the responsibilities of the different occupations? What subject matter areas (Ex. math, reading, writing) are related to those mental abilities?
3. What personality (Ex. energetic, accurate, intuitive) requirements does the job require?
4. The average person changes jobs approximately six times in his/her lifetime. Are there any skills this occupation requires that are transferable to other occupations?
5. What advice would you give young people who are preparing themselves for the world of work?

The moderator for your panel is Armenia Smith (859-7971 Ext. 269). The panelists in this session are:

Business Representatives

Paul Clements
Manager
Airway Dodge
1363 Airways Blvd.   772-5261

Frank Lopez
Community Service Representative for
El Paso Electric Company
P. O. Box 982   543-5842

Mimiam Rodriguez
Supply Development Coordinator for
Packard Electric
6055 Threadgill   757-2605

Mary Yanez
Print Shop Manager
El Paso Community College
P. O. Box 20500   594-2109

Dick Sparks
Systems Technician
AT&T Information Systems
200 N. Concepcion   775-5054

OPEN HOUSE

STUDENT EVALUATION

1. Did you enjoy the open house?

   _____YES   _____NO

2. Do you plan to enroll in a vocational program next year?

   _____YES   _____NO

   If yes, which one ______________________________

3. Has this tour increased your interest in the program you have selected?

   _____YES   _____NO

4. Have you changed your mind as to what course to enroll in as a result of this tour?

   _____YES   _____NO

5. Would you recommend this kind of activity to other students?

   _____YES   _____NO

COMMENTS/SUGGESTIONS:

____

____

____

____

____

____

Vocational school hosts open house

Girls no longer have to confine themselves to traditional jobs like nursing and home economics, and Ysleta Vocational High School is hosting an open house today to prove it.

Nearly 300 Ysleta Independent School District students who are thinking about enrolling in vocational classes next year were expected to attend today's open house. It is sponsored by the Ysleta Equity Program, a project set up to enlighten students about non-traditional jobs, said Dan Gonzales, assistant principal.

Currently, about 60 of the school's approximately 800 students are enrolled in non-traditional fields, and "we'd like to get that much higher," Gonzales said.

The expansion of non-traditional courses — such as welding, auto mechanics and electronics for girls — coincides with a general expansion of all vocational opportunities in the Ysleta district, Gonzales said.

The district recently held dedication ceremonies for additions to the vocational high school. Those additions offer space for 15 new programs and the expansion of three of the older programs.

Gonzales said district officials hope as many as 1,350 students will be enrolled at the vocational high school next year.

As part of today's open house, two panel discussions were scheduled. From 9:15 to 10 a.m., workers in non-traditional fields were to discuss their occupations. From 11 a.m. to 11:45 a.m., there was to be a panel discussion led by representatives of the business community.

The open house runs from 9 a.m. to noon. Parents are invited to attend.

Gonzales stressed that vocational students must take all academic courses mandated by the state, and the vocational courses replace electives. Most vocational programs run three years, though some are two-year programs.

Vocational students take their regular courses at their home high school and are bused to the vocational school. Students take their vocational courses in one of two time blocks — from 8:30 a.m. to 11:30 a.m. or 12:30 p.m. to 3:25 p.m.

Herald-Post photo by Jerry Littman

Rosa Guillen, left, and Monica Sanchez test an electronic tube tester.

EL PASO HERALD-POST, Saturday, March 10, 1984

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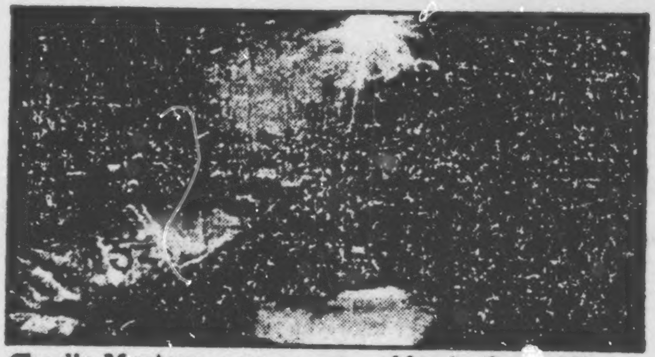
THE EL PASO TIMES, Sunday, March 11, 1984 ★★ Page 9-B

— Times photos by Joe Cavaretta

Vocational students Mike Trevino and Lisa Camacho assemble a hardness tester in the new quality control class. Ysleta's vocational school had an open house Saturday.



Charlie Montoya uses an arc-welder in the welding trades class.

Practical learning

Students at Ysleta Vocational High School showed what they had learned when the school opened its doors to the public Saturday.

Ysleta Independent School District had its second open house in two months at the school, 300 Vocational Drive. Tours, panel discussions and demonstrations were featured from 9 a.m. to noon.

In February, an open house and dedication ceremony introduced two new buildings at the school.

Among the programs offered at the school are auto body repair, industrial machine repair, office equipment repair, refrigeration and air conditioning, welding, health occupations and electronic assembly.

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AT&T
Information Systems

El Paso, Texas
March 8, 1984

Armenia Smith
Vocational Equity Project
Ysleta Independent School District
8445 Valdespino Street
El Paso, Texas 79907

Dear Armenia,

Thank you so much for affording us the opportunity to participate in your program on March 10, 1984.

We will be glad to donate a prize to the winner of your choice.

Please pass this letter to the receipient and ask that it be forwarded to either Dick Sparks or me.

An AT&T jacket will be ordered in the appropriate size and color to please the winner.

Should you have any questions, please do not hesitate to call me on 775-5090.

Sincerely,

Gayle J Santos

Gayle J. Santos
Manager FSWC

STRATEGIES

TRAINING

WHAT SMALL GROUP PANEL DISCUSSIONS/WORKSHOPS (PARENTS AND DAUGHTERS OR PARENTS AND SONS)

WHEN Once each school semester

WHERE At the school

WHO Recruitment staff, vocational educators, counselors, current and past vocational students, prospective employers

HOW For All Target Groups:

Offer awareness experiences for both groups consideration of nontraditional occupations. Set up panel discussion by students, teachers, and employers for information gathering and questions. After the overview of each program area, permit time for discussion and conversation informally. Provide brochures or flyers with contact names, and course information.

See the strategy entitled, BIAS-FREE BROCHURES for detailed guidelines in the preparation of brochures.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board OF Education, 1980.

STRATEGIES

Interactive Activities

WHAT CAMPUS TOURS - OPEN HOUSE

WHEN Annually

WHERE Vocational facilities in the school

WHO Recruitment staff, vocational educators, and students

HOW For All Target Groups:

Broadcast such events community wide. Send out letters to organizations during the summer when organizations are planning their annual programs inviting them to hold their monthly meeting at the institution. Possibly, offer refreshments prepared by a food services program. Consider these organizations: Rotary, Lions, senior citizens, VFW, DAR, Jaycees, Womens Club, Newcomers Club, Beta Sigma Phi, PTA-PTO, women's and men's associations in area churches, NOW, Business and Professional Women, American Association of University Women, League of Women Voters.

Activities might include:

1. Tours of classroom and laboratory facilities.
2. Demonstration of instructional methods and related equipment. Stress how these areas can be or have been adapted to fit the needs of students with handicaps. Have handicapped and non-handicapped students operate the equipment.
3. Encourage communication to facilitate an understanding that the handicapped are a targeted population for inclusion in educational programs. Enumerate the specific efforts made toward this goal. Encourage referrals from these community groups.

Source: Fair Recruitment, The Model and Strategies, Illinois State Board of Education, 1980.

STRATEGIES: TRAINING

8TH GRADE TOUR OF VOCATIONAL CLASSROOMS

Sixteen eighth grade classes were selected to field test tours to the vocational high school. The purpose of these tours was to familiarize students with the vocational facilities and programs, particularly nontraditional programs. The Vocational Equity Project sponsored this activity.

Tour

The tour lasted approximately one hour. Nontraditional students and counselors guided the students through the facilities. The following materials were given to the students at the end of the tour:

A. Vocational high school map

B. List describing each program

C. Brochure: "Nontraditional jobs"

As the students visited each class, vocational teachers explained their programs, the job skills learned, and entry level positions.

Nontraditional student tour guides answered questions and served as peer role models sharing their own personal experiences.

Scheduling

The tours were scheduled in conjunction with the field trips to a business site.

Comments

The students learned a great deal and enjoyed these tours. Teachers commented that they were very impressed with the vocational high and were glad they had the opportunity to visit the school.

WHERE CAN I GET MORE INFORMATION?
CAREER GUIDE

VOCATIONAL EDUCATION IS ONE WAY!

Vocational education is one way for you to learn skills required in the world of work and at home. In vocational education, there are many programs from which to choose. Boys and girls are taught job skills needed to succeed in our technological society as well as skills needed in the home - child care and home maintenance.

Learning job skills in vocational education can open many doors for you. You can enter the work force immediately upon graduation, go to college, enter an apprenticeship program, or pursue other careers related to their vocational program of study.

Your vocational counselor can give you information. Your counselor has interest surveys and aptitude tests that will help you find out about your abilities and interests so that you can choose a job that you will do well in and enjoy.

SOURCES

Cullen, Jacqueline, A Parent's Handbook: Vocational Education for a Changing World. Pennsylvania Department of Education, 1980.

"Congratulations on your decision to enroll in a nontraditional vocational program!" University of Missouri - Columbia, 1982.

Matthews, Martha and Shirley McCune. Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education. Washington, D.C.: U.S. Office of Education, 1978.

Moynihan, McCoy, Toni. What About A Nontraditional Job? - Students. Corpus Christi, Texas, 1983.

GRAPHICS

Wiggan, Lorna, Invisible Filter KIT. Mathematics Department, Toronto Board of Education, 1983.

*Discrimination Prohibited - No person in the United States shall, on the basis of race, color, national origin, sex, age or handicap be discriminated against in any education program.

YSLETA INDEPENDENT SCHOOL DISTRICT

March, 1984

WHERE WILL THE JOBS BE IN THE 1980'S?

HI!

Today you are going on a field trip to visit a business site and the vocational high school. This will give you the opportunity to look ahead and think about your future.

WHAT'S A NON-TRADITIONAL CAREER? SHOULD I CONSIDER ENTERING ONE?

WHAT DO WE KNOW ABOUT THE WORLD OF WORK?

Thirty years ago, men were the overwhelming majority of American workers. But today, women have been entering the labor force in such large numbers that they now represent almost half of all paid workers.

Today we know that working men are concentrated in craft and semi-skilled occupations, while working women are concentrated in clerical and service occupations.

The reasons why men and women hold different types of jobs is because they have received different kinds of education, training and counseling. Traditionally, males have been directed into jobs that pay more, while females are directed into low-paying jobs.

This kind of thinking is no longer practical or realistic. Today, women and men work for the same reasons - economic need & personal satisfaction.

WHAT IS NONTRADITIONAL WORK?

One way for women to be paid better is to get a "nontraditional job". A job is considered nontraditional on the basis of the sex of the person who has the job. A job that is traditional for a man, such as a welder or carpenter, is nontraditional for a woman. Nursing is a job that is traditional for a woman but nontraditional for a man.

WHAT ARE SOME BENEFITS OF HAVING A NONTRADITIONAL JOB?

Many of the benefits that we receive from a nontraditional job are the same that we would get from any job; a nice place to work, salary, holiday pay. However, the extra special benefits of a nontraditional job are:

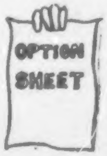
...Choosing a job based upon your abilities and interests rather than accepting one because of your sex.

...Working in a job that you do well.

...Earning what you are worth.

...Meeting new and different people.

...Learning new ways of working, thinking and dealing with people.



HOW MUCH DO NONTRADITIONAL JOBS PAY?

That depends on the job. In general, though, nontraditional jobs for women pay more than traditional jobs. Nontraditional jobs for men generally pay less than traditional jobs. However, when men do enter nontraditional jobs, salaries tend to go up.

TRADITIONAL (WOMEN)	
teacher aid	$12,500
secretary	10,000
food service workers	11,000

NONTRADITIONAL (WOMEN)	
auto mechanic	$14,000
electronics technician	16,000
instrument repairer	16,000

HOW DO I GO ABOUT CHOOSING A NONTRADITIONAL JOB?

You go about choosing a nontraditional job by finding out as much as you can about the job. You also need to know yourself pretty well.

Remember, a job takes up the better part of a day and, for most of us, 25 to 40 years of our lives. What you do at work, hopefully, will be satisfying, challenging, and enjoyable. Working is a big part of living so it is important to choose a job that fits your interests and abilities

EIGHTH GRADE TOUR OF VOCATIONAL CLASSROOMS

STUDENT SURVEY

FEMALE _____

MALE _____

1. What did you learn from reading the bright yellow brochure, "Where will the jobs be in the 1980's?"

____

____

____

2. What did you like best about this brochure?

____

____

____

3. From the tour of the vocational high school, what did you learn about vocational education?

____

____

____

4. What did you learn about nontraditional work?

____

____

____

5. Would you be interested in taking a class at the Vocational High School?

_____YES _____NO

If yes, what class?

____

____

____

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YSLETA INDEPENDENT SCHOOL DISTRICT
SERVING EAST EL PASO
ADMINISTRATION BUILDING
8445 VALDESPINO ST.
EL PASO TEXAS 79907

Cadwallader Junior High Elementary School
7988 Alameda Ave.
El PASO, TEXAS 79907

Dear Mrs. Smith,

Thank you for the time and effort that you have contributed for this educational experience. It will help benefit us for our future careers. We appreciate your concern for our education.

Sincerely,

Richard
Linda Espinoza
~~Roberto~~ Phil
Frank G. Pérez
Becky Ponce.
Susan Amaya
Rudolfo Serrano
Ed Sierra
JESUS
Alicia Garcia
VAZQUEZ
Charles Brown
Dianna
Peter Andazola
Jurado
Monica Leos
Eduardo Martinez
Lorena Bouché
Letty Chacon
Claudia Nieto
Ron Gil
Vizcaino
Laura
Richard Gonzalez
Sara Garcia
Gallegos
Ray Dominguez
Alma Magdaleno
Melissa Carr
Javier Meléndez

6045 Nova WAY
El Paso Texas
April 11, 1994

Vocational High School
300 vocational Drive
El Paso Texas 79915

Dear Mr Lee Petrosky:

I really had a good time over at the vocational high shool, and saw things I never thought was in the high school. after this trip I am considering going there to learn electronics. The guides were exelent in showing us around, thank you.

sincerely yours:

Walter Cox
Social Studies Student
Parkland Middle school

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6045 nova way
El Paso Texas 79924
march 15, 1984

Principal
vocational High School
300 Vocational Drive
El Paso Texas 79915

Dear Mr Lee Petrosky:

Thanks you for letting us go on a field trip to the Vocational School. I learned a lot from going there like how many jobs you can learn about if you go to the School and what traditional and nontraditional jobs are and where they'll be in the 80's

Sincerely yours.

Raul Jranaik
Social Studies Student
Parkland middle School

PROJECT®
BUSINESS

Dear Armenia—

Gosh I really dont know where to begin to thank you for everything you have done to help me out. You truely have given me alot of guidance & your referrals help with buses, ideas and our recognition. I hope you were happy with it. I think it was a nice way to get everyone excited again & It all seemed very positive. I'm sure you have been one of the reasons PB will continue in Ysleta in the Fall. Thank you so much again & again, I just can't express it enough!! Please, if I can ever be of any help to you - just call.

Lisa

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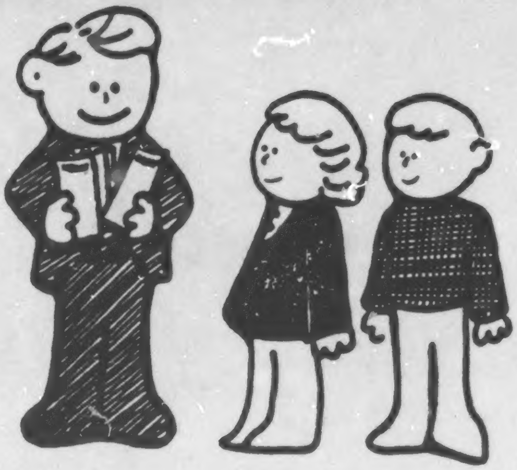
STRATEGIES



Interactive Activities

WHAT PEER ROLE MODEL

WHEN Anytime

WHERE Wherever scheduled

WHO Vocational students currently enrolled with assistance from recruitment staff

HOW For All Target Groups:

Use pioneering students from each vocational area to present program, serve as speakers, and meet with other students. Discussion ought to include the decision-making process to arrive at a choice of a vocational program and educational facility, the enrollment process, course requirements, training equipment, and related study habits and test taking.

Source: Fair Recruitment The Model & Strategies, Illinois State Board of Education, 1980.

Linkage Conference - Role Models/Vocational Personnel

In March, 1984, a linkage conference was held at the vocational high school for the role models and vocational teachers, supervisors, and administrators.

Objectives:

It served two purposes: 1) to develop a network between the school district and nontraditional workers and 2) to develop a list of strategies in order to improve recruitment, retention and placement of nontraditional students in vocational education.

Time: Two Hours

Audience: Vocational Educators and Nontraditional Workers

Methodology:
1. Set date and finalize facility arrangements for the meeting room
2. Send out invitations
3. Make name tags and set up registration procedures
4. Follow the attached agenda
    a. During get acquainted have participants complete interview questions and during dinner have people share information
    b. After dinner, have people get into groups and brainstorm strategies
    c. Complete network forms and evaluation
    d. Follow-up with a letter to non-attenders

Comments:

The linkage conference generated a great deal of enthusiasm both by the role models and vocational personnel. It was at this event that role models committed themselves to speak to students, or serve on advisory committees, or have their picture taken for the poster set.

LINKAGE CONFERENCE

GOAL: To provide an opportunity for nontraditional workers and educators to discuss nontraditional work.

OBJECTIVES:

1. To develop a network between nontraditional workers and the Ysleta Independent School District.

2. To develop a list of strategies in order to improve recruitment, retention and placement of nontraditional students in vocational education.

SCHEDULE

6:30 - 6:45	Registration/Greetings
6:45 - 7:30	Dinner - Get Acquainted
7:30 - 7:45	Group Reports
7:45 - 8:00	Strategy Sharing
8:00 - 8:15	Role Model Index/Networking Form
8:15 - 8:30	Evaluation

INTERVIEW QUESTIONS FOR
NONTRADITIONAL WORKERS

1. What position do you hold?____________________________

Number of years__________ What exactly do you do on your job?__________

____

____

____

2. What other kinds of jobs have you had?________________________

____

____

____

3. Because you are/have been a nontraditional worker,

A) Why did you select this occupation?________________________

____

B) What is the most difficult part of your job?____________________

____

C) What is the most enjoyable part of your job?____________________

____

D) How were you encouraged to select this occupation?________________

____

E) In what ways were you discouraged to select this occupation?__________

____

4. What advice would you give to students that are considering a nontraditional career?______________________________________

____

5. How do you assess your future in a nontraditional occupation?__________

____

____

INTERVIEW QUESTIONS FOR EDUCATORS

1. What position do you hold?____________________

2. How long have you worked in vocational education?____________________

3. How long have you worked with nontraditional students?____________________

4. What experiences have you had with nontraditional students?____________________

5. From your experiences, what extra help, support, encouragement, or training is needed for nontraditional students?

6. What problems have you encountered/observed with nontraditional students?

7. What are the future trends for students being enrolled in nontraditional classes/programs?

STRATEGY SHARING

In order for both education and industry to benefit from each others resources, work in your group to develop a list of suggestions, advice, or ideas that will improve the recruitment, retention, and placement of nontraditional students/workers.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

VOCATIONAL EQUITY PROJECT

YSLETA EQUITY PROGRAM

Ysleta Independent School District
8445 Valdespino
El Paso, Texas 79907
(915) 859-7971

NETWORK FORM

This network form is designed to identify nontraditional workers who are interested in our program which links industry and vocational education. Those completing this form will become part of a network of nontraditional workers and educators. The Ysleta Equity Program will develop a role model index which will be available to local school personnel. If you are interested in becoming a part of this network, please provide the following information.

NAME______________________________

POSITION______________________________

ORGANIZATION______________________________

ADDRESS WORK______________________________

ADDRESS HOME______________________________

TELEPHONE WORK______________________________

TELEPHONE HOME______________________________

If you know other nontraditional workers that may be interested in this project, please submit the following information so that we can contact them.

NAME______________________________

PLACE OF EMPLOYMENT______________________________

POSITION______________________________

ADDRESS______________________________

TELEPHONE______________________________

EVALUATION

1. When I go back to my job, I will promote nontraditional occupations by

2. Was this type of interaction between educators and nontraditional workers worthwhile?

   ____YES ____NO

   Why?

3. Comments/Suggestions:

STRATEGY: INTERACTIVE ACTIVITIES

WORKSHOP/CONFERENCE FOR STUDENTS

Title: "Impressions for your Future:

Audience: Office Duplication Practices Students

Grade Level: Junior/Senior High School

Time Needed: Three hours

Objectives:
1. To provide information about printing careers
2. To assist students in improving themselves in the areas of health, grooming, goal-setting, and attitude
3. To develop qualities of leadership

Activities: The districts' advisory committee organized a mini-conference held at the El Paso Community College. (See attached conference agenda)

Conclusions: The conference was directed by the chair of the ODP Advisory Committee. She served as a nontraditional role model. The response from the students was very positive.

THE ADVISORY COMMITTEE FOR YSLETA COORDINATED VOCATIONAL ACADEMIC EDUCATION IN OFFICE DUPLICATION PRACTICES

Presents

"Impressions for Your Future"

A Mini-Conference

Wednesday, December 7, 1983

El Paso Community College

Transmountain Campus

4:00 - 8:00 p.m.

EL PASO
COMMUNITY
COLLEGE

YSLETA INDEPENDENT SCHOOL DISTRICT

FOREWORD

Office Duplicating Practices is a pre-employment lab designed to give students entry-level skills in many phases of office work. Students learn how to operate office machines such as typewriters, calculators, and duplicating machines; they learn to file and to use the telephone correctly, and they are instructed in oral and written communications along with human relations. Emphasis is placed on positive job attitudes.

Upon successful completion of this course, students can look forward to seeking employment in such occupations as receptionist, clerk typist, bookkeeper, file clerk, duplicating machine operator, and many other positions requiring basic office skills. Obtaining entry-level skills while still in high school gives these future workers a real advantage after graduation. The goals of the program are to help the students acquire a respect for work, pride in accomplishments, and a desire to be successful, productive citizens in their communities.

Ysleta initiated CVAE-ODP in 1977 at Bel Air and Riverside high schools; in 1978 a program was opened at Eastwood, and in 1983 two were added—one at Ysleta and one at Hanks. From a beginning enrollment of forty plus in 1977 the number of enrollees has grown to over a hundred. Students are taught by Leticia Cruz at Bel Air, Martha LaFarelle at Eastwood, Barbara LaGree at Hanks, Yolanda Chavarria at Riverside, and Blanca Andrade at Ysleta. The teachers also serve as advisors to the co-curricular club, Vocational Office Careers Clubs of Texas (VOCCT). The Ysleta District's VOCCT chapters have won statewide acclaim with three state presidents and two sweepstakes championships.

CONFERENCE OBJECTIVES

1. To provide information about printing careers
2. To assist students in improving themselves in the areas of health, grooming, goal-setting, and attitude
3. To develop qualities of leadership

PROGRAM

"Impressions For Your Future"

4:15 - 4:45 p.m.	**Refreshments**	**Foyer**
4:45 - 5:00 p.m.	**Welcome to El Paso Community College** Dr. Robert E. Shepack, President El Paso Community College	**Lecture Forum**
5:05 - 5:10 p.m.	**Introduction** Mary Yanez El Paso Community College Print Shop ODP Advisory Committee Chairperson Conference Coordinator	**Lecture Forum**
5:15 - 5:35 p.m.	**Images for the Future** James Rivera and Assistant UTEP Students	**Lecture Forum**
5:40 - 6:00 p.m.	**Health and Fitness—A Must** Jim Quiocho El Paso Community College	**Lecture Forum**
6:05 - 6:25 p.m.	**Careers in Graphic Arts** Bill Holtz Advisory Committee for ODP	**Lecture Forum**
6:25 - 6:35 p.m.	**INTERMISSION**	
6:35 - 6:50 p.m.	**Being in Charge of Your Life** Rosemary Valladolid El Paso Community College	**Lecture Forum**
7:00 - 7:30 p.m.	**Developing Leaders**	
	Armenia Smith Ysleta ISD Equity Program	**Lecture Forum** **Section A**
	Marilyn Money Ysleta ISD Equity Program and Hanks Instructor	**Lecture Forum** **Section B**
	Barbara LaGree Hanks High ODP Instructor	**Lecture Forum** **Section C**
7:35 - 7:45 p.m.	**Evaluation and Closing—What's Your Impression?** Mary Yanez, Conference Coordinator	**Lecture Forum**

ACKNOWLEDGEMENTS

A special thank you goes to all members of the ODP Advisory Committee:

Mrs. Fat Denham, Ysleta Independent School District Vocational Program Supervisor;
Arturo Azcarate, El Paso Community College Print Shop;
Fernando Grado, Jim Walter Papers;
Bill Holtz, John R. Schatzman Co.;
Ed Martinez, El Paso Litho Plate Co.;
Rosario Padilla, Ruiz Printing Co.;
and Mary Yanez, El Paso Community College Print Shop.

To the ODP teachers:

Blanca Andrade, Yoli Chavarria, Letty Cruz, Martha LaFarelle, and Barbara LaGree;

To El Paso Community College for printing, the use of facilities, and refreshments;

To Jerry Ivey of Ysleta ISD for providing transportation;

To the presenters:

James Rivera, Jim Quiocho, Bill Holtz, Rosemary Valladolid, Armenia Smith, Marilyn Money, and Barbara LaGree;

And to the participants—thank you for attending!!

"NOT MY JOB!"

Case Study

George is a junior and a first-year member of VOCCT. George is attending the Leadership Development Institute (LDI) at the Ysleta Youth Camp. George decided to attend the LDI because he wanted to develop his leadership skills so that next year he could be an effective officer in his VOCCT chapter. George also plans to run for a state office this next year also. Being a highly conscientious person, George becomes visibly upset when other persons do not fulfill their obligations. In one of the small-group LDI session, George is heard saying:

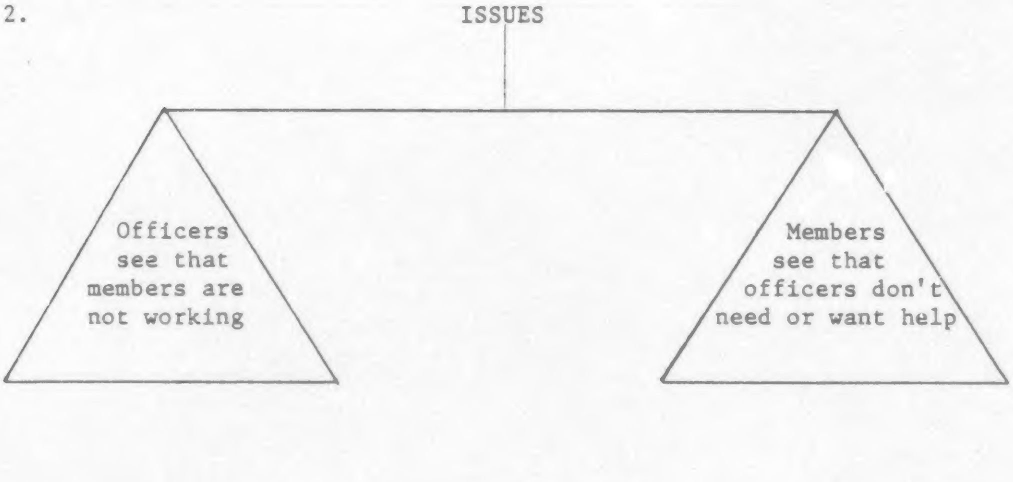
George: I don't really know what happened to our officers and members this past year. It seemed as if no one wanted to accept the responsibility for the work to be done. Members wouldn't help when called upon. You expect some of the members to lose interest and not work but even the officers failed to be responsible for their assignments. No one was willing to do their share or finish their job when called upon.

Carmen: I know what you mean, George, that happened in our chapter too. It got where a few of us did everyone else's job for them. I don't understand either why a person seeks an office and then doesn't do what they are supposed to do.

George: I want to be a local chapter officer next year and, hopefully, a state office but I don't want to do everything. If I try to do it all, nothing will get done. There's too much for one person. I'll do my job but what do we do to encourage other officers, committee chairpersons, and members to do their job? Do you have any suggestions?

1. What is the problem?

2.


ISSUES
Officers see that members are not working
Members see that officers don't need or want help

What arguments from the case study (or your own experience) support this belief.	What arguments from the case study (or your own experience) support this belief.
A.____________________	A.____________________
____________________	____________________
B.____________________	B.____________________
____________________	____________________
C.____________________	C.____________________
____________________	____________________

3. What are the results of these beliefs?

4. Solution of Problem

What can officers do?	What can members do?
A.____________________	A.____________________
____________________	____________________
B.____________________	B.____________________
____________________	____________________
C.____________________	C.____________________
____________________	____________________

5. What is the result if officers and members work together to solve the problem?

Officers and Their Duties

PRESIDENT

1. Preside and conduct meetings
2. Appoint chapter committee members
3. Coordinate and guide the efforts of all chapter members

VICE PRESIDENT

1. Assist the President with his/her duties
2. When President is absent, preside over chapter meetings
3. Assist the President by coordinating chapter activities

SECRETARY

Take notes and prepare minutes
Make list of all committee members
Prepare all necessary reports
Work with Treasurer
Keep proper records of members activities

TREASURER

Receive and account for funds
Collect dues
Work with Secretary in keeping accurate records
Keep financial records
Prepare annual budget

REPORTER

Seek, gather, and classify all chapter news
Assist in planning, collecting, preparing, and arranging materials for chapter news releases, exhibits for publicity
Act as historian of the chapter

PARLIAMENTARIAN

Give advise and monitor all parliamentary procedures
Help members understand parliamentary procedures

SERGEANT-AT-ARMS

Maintain order
Incharge of handling ballots
Care for chapter equipment
Arrange the meeting room

YSLETA INDEPENDENT SCHOOL DISTRICT
OFFICE DUPLICATION PRACTICES MINI-CONFERENCE
DECEMBER 7, 1983
EL PASO COMMUNITY COLLEGE
TRANSMOUNTAIN CAMPUS

What's Your Impression?

EVALUATION DATA: Please circle the appropriate number, if applicable indicating your response to the statements below.

		HIGHLY DISAGREE				HIGHLY AGREE
1.	The meeting was organized effectively.	1	2	3	4	5
2.	The meeting was conducted in an interesting manner.	1	2	3	4	5
3.	Because of this experience, I believe I will improve my performance.	1	2	3	4	5
4.	This experience has stimulated me to try different ideas and approaches in my life.	1	2	3	4	5
5.	The presenter(s) was/were knowledgeable about the subject(s).	1	2	3	4	5

6. The session I enjoyed the most was ____________________

____

7. In the future I would like to add a session on ____________________

____

8. COMMENTS ____________________

____

____

NAME TAG

"Impressions For Your Future"

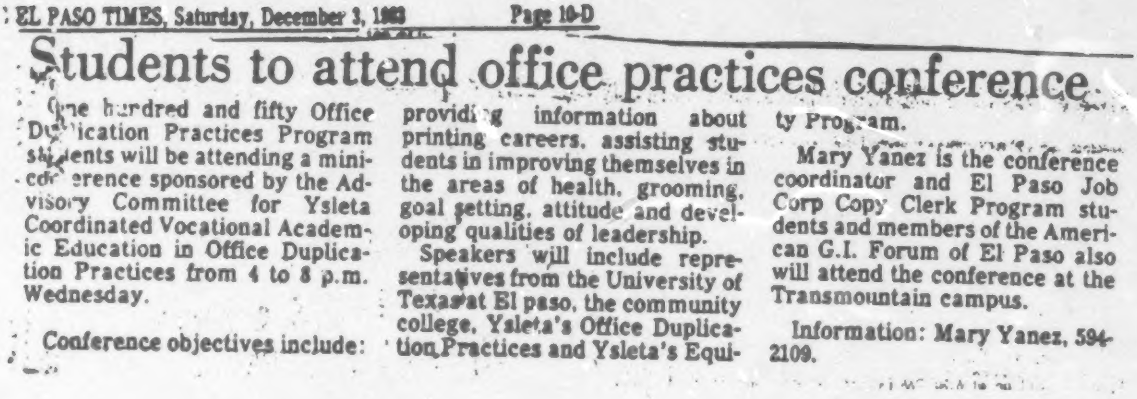
A Mini-Conference

ARMENIA SMITH

Y.I.S.D. EQUITY PROGRAM

DECEMBER 7, 1983

NEWSPAPER ARTICLE



EL PASO TIMES, Saturday, December 3, 1983 Page 10-D

Students to attend office practices conference

One hundred and fifty Office Duplication Practices Program students will be attending a mini-conference sponsored by the Advisory Committee for Ysleta Coordinated Vocational Academic Education in Office Duplication Practices from 4 to 8 p.m. Wednesday.

Conference objectives include: providing information about printing careers, assisting students in improving themselves in the areas of health, grooming, goal setting, attitude and developing qualities of leadership.

Speakers will include representatives from the University of Texas at El paso, the community college, Ysleta's Office Duplication Practices and Ysleta's Equity Program.

Mary Yanez is the conference coordinator and El Paso Job Corp Copy Clerk Program students and members of the American G.I. Forum of El Paso also will attend the conference at the Transmountain campus.

Information: Mary Yanez, 594-2109.

THANK YOU NOTE

January 12, 1984

Armenia,

Thank you for giving of your time to make our mini-conference a success. The response from the students was very positive.

We are looking forward to your participation next year.

O.D.P. Teachers

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STRATEGIES: INTERACTIVE ACTIVITIES

WORKSHOP/CONFERENCE FOR STUDENTS

Title: Reaching to the Future

Audience: FHA Workshop

Grade Level: Junior/Senior High School

Time Needed: One hour

Objectives:

1. To provide all of you a greater awareness of the realities of an uncertain future.
2. To give you an understanding that as women's roles change so do men's.
3. To help all of you understand the need for all men and women to prepare for a career.

Activities:

1. Introduction
   a. Life Line
   b. Voting (yes/no)
      1) Will you work as an adult?
      2) Will you marry?
      3) Will you have children?
      4) Will you buy a car?
2. Cinderella & Prince Charming
3. "The Game of Life" - Statistics and Quiz Yourself
4. Filmstrip - "Support Yourself"
5. Evaluation - What new thing you learned?
6. Finding Your Way - Take Home Reading

Conclusions: This activity was very successful. Some general comments were as follows:

"I learned that we really have to be prepared for our future."

"I learned that I can't just sit back and wait for things to happen. I have to think about my future, my career and my family life."

FHA Presentation - Reaching To The Future
November 12, 1983, Hanks High School
9:30 - 10:30
10:30 - 11:30

Objectives:

1. To provide all of you a greater awareness of the realities of an uncertain future.

2. To give you an understanding that as women's roles change so do men.

3. To help all of you understand the need for all men and women to prepare for a career.

Activities:

I. Introduction

   A. Life Line

   B. Voting (yes/no)

      1. Will you work as an adult?
      2. Will you marry?
      3. Will you have children?
      4. Will you buy a car?

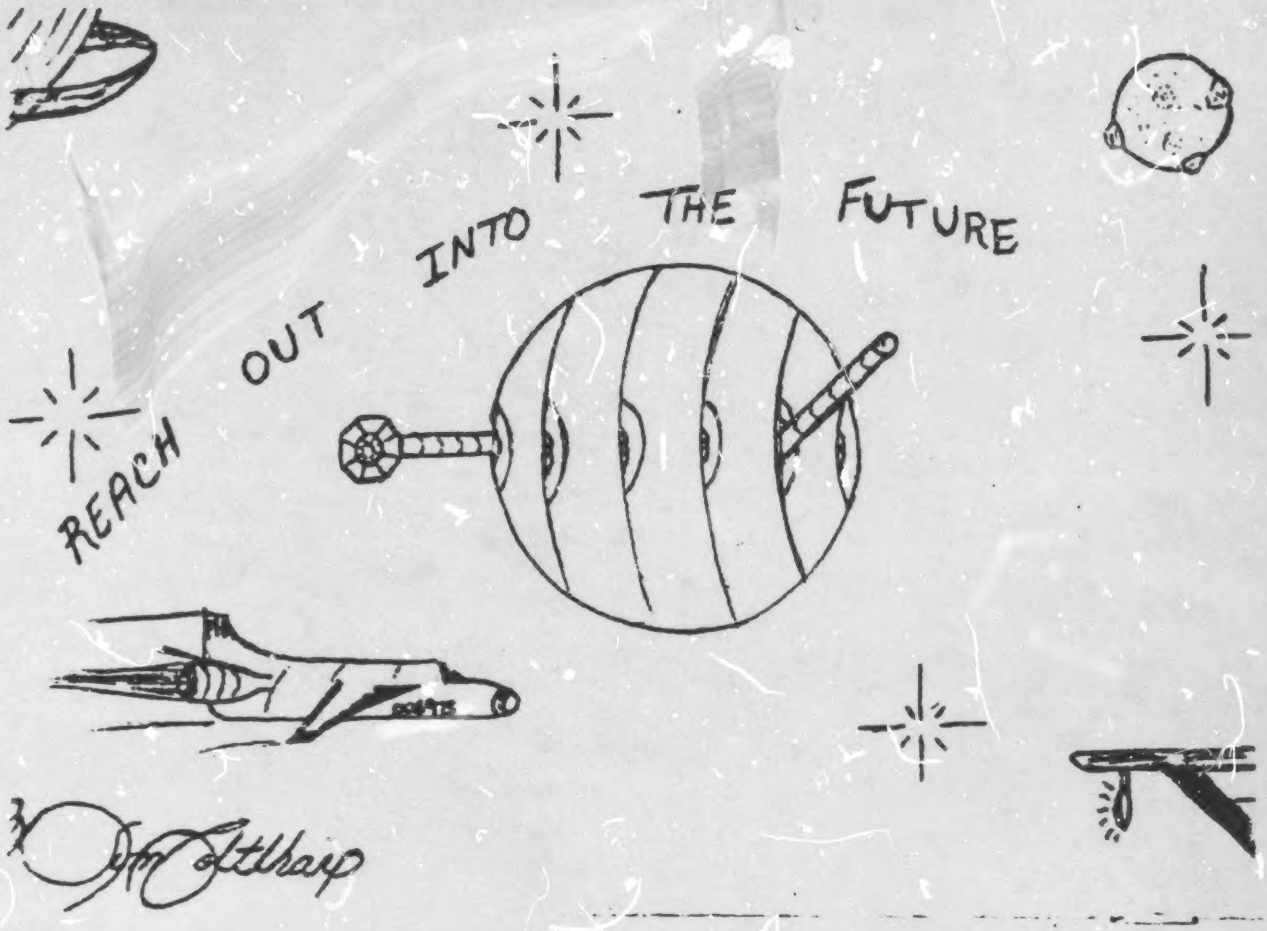
II. Cinderella & Prince Charming

III. "The Game of Life" - Statistics and Quiz Yourself

IV. Filmstrip - "Support Yourself"

V. Evaluation - What new thing you learned?

VI. Finding Your Way - Take Home Reading


REACH OUT INTO THE FUTURE

El Paso Area F.H.A. Workshop

November 12, 1983

Hanks High School

EL PASO AREA F.H.A. WORKSHOP

Opening Ceremony----------------Mark Alvidrez
F.H.A. Chapter II President

Invocation----------------Jenny Bastin
F.H.A. Chapter I Secretary

Presentation of colors----------------Hanks Color Guard

Pledge of Allegiance----------------Sheri Campos
F.H.A. Chapter II Secretary

Welcome----------------Donald Parker
F.H.A. Chapter I Class President

Recognition of Special Guest----------------Yvonne Garcia

Hey! Why are you involved in F.H.A.?----------------David Mundy
F.H.A. Chapter I Class President

YAC--------Sandra Keikkala
Elderly----Michele Sanchez
Handicaps--Casey Arelano

Friends-------Timbo Duncan
Leadership----Angela Gallian
Future--------Joe Mauss

First Workshop----------------9:30-10:30
Second Workshop----------------10:30-11:30
Lunch----------------Cafeteria
11:30-12:30
Presentation of Awards----------------Chris Carter
Introduction of Guest Speaker----------------Lisa Royalty
Guest Speaker----------------Mr. Dean Royalty
Announcements----------------Debbie Grunewald
Closing Ceremony----------------Christine Gracie
F.H.A. Chapter I President

We would like to extend a special thank you to the following people or groups of people for presenting our workshop small group sessions. We appreciate the time and effort that each of you put into the presentation.

YAC----------------Ms. Terri Graves
Elderly----------------Bel Air High School F.H.A.
Friends----------------Hanks High School F.H.A.
Leadersship----------------Mr. Rick Hinze
Future----------------Ms. Armenia Smith
Ms. Marilyn Money
Kids on the Block----------------Director: Ms. Jimmie Faye Beall
Puppeteers: Ms. Rhonda Scrizner
Ms. Judy Lopez
Ms. Sally Jameson
Ms. Cathy Villanueva

Thanks to Mr. Dean Royalty for spending time with us this morning to give us our motivational talk, to challenge us for the future.

Once Upon a Time*

Purpose:

1. To help students think about their preparedness for the world of work.
2. To create awareness of stereotyped role expectations. (This activity is not intended to be an accurate tool for measuring the ability of the student to perform in today's world. It is a kick-off activity to capture the student's interest and create initial awareness of sex-role stereotyping).

Materials:

Copy of "Cinderella" story with appropriate check-off sheet for each female student.

Copy of "Prince Charming" story and appropriate check-off sheet for each male student.

Copy of scoring.

Procedure:

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. Depending on the students' reading level, the story may be read aloud to the class, or silently by each student.

After students have read the story they should complete the second sheet by checking off each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Scoring: Females

If you checked items 1, 5, 10, 15, 20 and 25, you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of 10 high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. **Wake-up!** Prince Charmings are hard to come by; and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school, and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21 and 23, you are probably very capable of managing a home; but you do not think you will have to work once you are married. **How wrong you are!** Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. **Be sure to explore them all!**

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24, you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought, but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

---

*Source: Unknown

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25, you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family and career life. **Congratulations!**

Scoring: Males

If you checked items 1, 5, 10, 15, 20 and 25, you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23, you don't believe in glass slippers so what are you waiting for! You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25—let's hear it for you. You are ready to take on the world. You know about all kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you coose to be with a woman she will probably have a career too. You are on your way to being a liberated man. **Congratulations!**

Cinderella

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check ( ) off each item that applies to you.

____ 1. Graduating from high school is not important.

____ 2. I'm not afraid to be the only girl in any class.

____ 3. I know how much money it takes to feed a family of four for a week.

____ 4. I stand up for myself.

____ 5. I think a woman's place is in the home.

____ 6. I have career plans.

____ 7. I can wash clothes.

____ 8. I am informed about EEOC.

____ 9. I can raise children.

____ 10. I cannot manage money.

____ 11. I demand equal pay for equal work.

____ 12. I read newspapers and news magazines.

____ 13. I can list 20 different jobs open to women.

____ 14. I can cook.

____ 15. I prefer love stories and movie magazines.

____ 16. I have investigated all high school job training courses including woodworking and welding.

____ 17. I can fix a flat tire.

____ 18. I know how to care for a baby.

____ 19. I know about apprenticeship programs.

____ 20. I don't worry about the future.

____ 21. I can sew.

____ 22. I plan to have a skill before marriage so that I can always get a job.

____ 23. I can clean.

____ 24. I think I can do any job a man can do, as long as I receive the proper training.

____ 25. I expect to marry and expect my husband to be the breadwinner.

Prince Charming

Once upon a time there lived a fine young man named "Prince Charming." He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome, and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning, and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check ( ) off each item that applies to you.

_____ **1.** I expect to be the sole breadwinner of my family.
_____ **2.** I can cook.
_____ **3.** I would teach my daughter or sister how to work on a car.
_____ **4.** I have investigated all high school job training courses including child care and nursing.
_____ **5.** I feel financial matters are best handled by a man.
_____ **6.** I know how much money it takes to feed a family of four for a week.
_____ **7.** I would allow my son to play with dolls.
_____ **8.** I can sew.
_____ **9.** I see girls as people not sex objects.
_____ **10.** I feel women belong in the home.
_____ **11.** I iron my own clothes.
_____ **12.** I can raise children.
_____ **13.** I know how to care for a baby.
_____ **14.** I'm not afraid to be the only guy in any class.
_____ **15.** I see women as lovely things to be admired for their beauty.
_____ **16.** I can clean.
_____ **17.** I plan to have a career outside of the home.
_____ **18.** I plan to learn to take care of myself even if I marry.
_____ **19.** I can cry and show emotions.
_____ **20.** I feel women should raise children.
_____ **21.** I feel women have as much of a need and right to a career as men do.
_____ **22.** I open doors for women because they need help.
_____ **23.** I recognize that most differences in the behavior of men and women are learned.
_____ **24.** I feel comfortable going out with an intelligent girl.
_____ **25.** I hope to marry and have a wife to say home and take care of me.

THE GAME OF LIFE - STATISTICS*

One: Verbal Introduction

Explain to your audience that current economic trends are requiring more and more women to hold paid jobs. Nearly 60 percent of U. S. women aged 18-64 are now in the labor force. Women now comprise 42% of the total U.S. work force.

Approximately 33% adult U.S. women have no husband to support them. Many women support themselves through part or all of their lives. More than one in ten adult U. S. women have never been married. In 1975, 13 percent of the adult U. S. women over age 16 were widows, and 9 percent were divorced or separated from their husbands.

Both partners hold paid jobs in approximately six out of ten husband-wife families. Many wives work because the husband's salary can't stretch far enough to provide the family with a moderate standard of living. Other wives work because the husband has become handicapped and may be able to work only part time or not at all.

Both national and Utah statistics suggest that every woman should prepare herself for the economic realities she may face. This preparation should include an awareness of financially rewarding jobs now available to women. This filmstrip will help the audience become more aware of some of the training, education and employment opportunities which are now available to women. (Start the filmstrip and tape.)

Two: "The Game of Life" Exercise

Purpose: To help participants understand the need for all women to prepare for a career.

This object lesson can be used effectively with students, educators and employers including both women and men. You should introduce this lesson by explaining to the group that they represent a random sample of all women in the U. S.

---

*Source: Careers Unlimited, Project VOTE, Division of Vocational Education, Utah State Office of Education, Salt Lake City, Utah, 1982.

- Before presenting this object lesson, obtain some black, red, yellow, orange and green colored markers. The markers may be colored jelly beans, name tags, cut pieces of colored construction paper, suckers, etc.

- Separate the markers into groups of ten. Each group of ten should contain one black, one red, one yellow, three orange, and four green markers. Note: When the markers are divided into these proportions, they represent the number of women in each of the following categories:

10% black = widows

10% red = never married

30% orange = divorced

40% green = married, and will be in the paid labor force at least 25 years

10% yellow = married, but will not participate in the paid labor force

(By separating the marker into groups of ten, it is not necessary to know the exact size of your audience before the presentation).

- Put each group of ten in a small plastic bag. Then, as the audience arrives, give each person a marker from one of the bags of ten. Use all of the markers from one group of ten before opening the next group of ten. This will ensure the audience is divided into the correct proportions.

- The filmstrip/tape presentation should be introduced using one of the other introductory methods described in this section of the Support Yourself Teacher's Guide, and then start showing the filmstrip. Stop the tape recorder and filmstrip after frame number 18 (see the filmstrip script, page 12 of this booklet).

- Explain to the audience that they are to consider themselves as a random group, representing women either nationally, statewide, or community wide, etc. Ask the members of the audience to stand if they have the black markers. Tell them that they represent the 10% of the total population of women who will be widowed by age 50. Have them sit down.

- Ask the audience members to stand if they have red markers. Explain that they represent the 10% of the total population of women who have never married. Have them sit down. Ask the audience members to stand if they have an orange marker. Explain that they represent the 30% of the total population of women who will be divorced. Have them sit down.

- Ask the audience members to stand who have green and yellow markers. Tell them that they represent the 50% of the total population of women who are married. Ask those with green markers to be seated. Explain that the 10% left standing represent those women of the total population who will not work for at least 25 years regardless of their status.

- Point out that the seated audience members represent the women who will be part of the labor force for at least 25 years of their lives.

- Have the group with yellow markers be seated and show the rest of the filmstrip.

- Indicate that individuals do not know what the future holds for them. Discuss the implications of "The Game of Life" Exercise and filmstrip for women's future career plans.

Three: Guest Speaker or Panel Discussion

- Invite one to four women who are successfully supporting themselves to talk to the audience about the reasons they are employed, their occupations, and any peer pressure which they have felt. Select women in both traditional and nontraditional careers.

- Invite women to speak who were forced to seek employment without adequate training. Encourage them to share the cause of their problem and the frustrations they encountered while trying to find employment.

- You might use the following questions in directing the discussion:

  1. Why did you choose your present career?

  2. Have you ever felt pressure to be better than the male employees because you were a woman?

  3. How well have you been accepted by supervisors or fellow employees?

  4. What effects has your career had on your personal or family life?

  5. What are your recommendations to other women who are interested in pursuing a career in your field?

Handout 3

Quiz Yourself:

Men and Women in the Paid Workforce

1. Women make up ______ of the nation's paid work force.

   a. 22 percent b. 41 percent c. 54 percent

2. ________ of American women between the ages of 18 and 64 are employed outside the home.

   a. 41 percent b. 34 percent c. 54 percent

3. _______ of American men between the ages of 18 and 64 are employed outside the home.

   a. 74 percent b. 86 percent c. 91 percent

4. The average young woman in the United States today can expect to spend ________ years in the paid work force.

   a. 11.3 b. 22.9 c. 31.2

5. The average young man in the United States today can expect to spend __________ years in the paid work force.

   a. 36 b. 42 c. 51

6. Out of every ten young women in high school today, ________ will work for pay outside their homes at some point in their lives.

   a. 5 b. 7.4 c. 9

7. Both husband and wife work in ______ of the nation's marriages.

   a. 35 percent b. 47 percent c. 28 percent

8. A woman who has children can expect to work in the paid labor force for between ______ years of her life.

   a. 5-6 b. 9-13 c. 15-25

9. ________ out of every ten young women now in high school will become heads of families; they will be responsible for supporting themselves and their children.

   a. 4 b. 6 c. 8

10. For every $1.00 employed men earn, employed women earn ______.

    a. 95 cents b. 76 cents c. 57 cents

11. The difference between the average yearly income of males and females working for pay has ______ over the past 20 years.

a. decreased   b. increased   c. remained the same

12. The median income of employed women with four years of college is ______ that of men who have completed eight years of elementary school.

a. greater than   b. the same as   c. less than

13. ______ percent of all women workers are employed in clerical occupations.

a. 11.2   b. 18.1   c. 35.0

14. The average yearly income of women employed in clerical occupations is ______.

a. $6,827   b. $8,491   c. $12,613

15. ______ percent of all men workers are employed in craft occupations.

a. 16   b. 20   c. 29

16. ______ percent of all women workers are employed in craft occupations.

a. less than 1   b. less than 6   c. less than 12

17. The average yearly income of men employed in craft occupations is ______.

a. $7,522   b. $12,028   c. $16,850

18. Fifty percent of men in the paid work force are employed in the three occupational categories which employed the largest numbers of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, ____________ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations).

a. 40   b. 60   c. 70

Questions taken from Matthews, M. and McCune S., Try it, You'll Like it: A Student's Introduction to Nonsexist Vocational Education. 1978.

HEW Publication No. (OE) 78-09004, U. S. Department of Health, Education and Welfare, Washington, D. C.

KEY TO QUESTIONNAIRE (H-3)

1. B
2. C
3. C
4. B
5. B
6. C
7. B
8. C
9. A
10. C
11. B.
12. C
13. C
14. A
15. B
16. A
17. B
18. C

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FIGURING OUT your future

Decisions, Decisions, Decisions...

The future is something of a sore point with Tracy these days.

"If one more person asks me about my plans, I think I'll scream!" she complains to her best friend Mary. "It's all so overwhelming. My parents want all kinds of things for me: college, a nice husband, kids, lots of money—you name it. Then I read articles about how women are becoming executives and doctors and lawyers and pilots and stuff. Should I want things like that too? Then there's Mark, who keeps talking about our future together. There's so much to choose from. How can I figure out what will really make me happy?"

Maybe you've had similar feelings lately. Maybe you're alternately excited and confused by your choices and a little unsure about your goals. If so, you're far from alone. Faced with many more choices, pressures and opportunities than young women a generation ago faced, teens today may find it difficult to sort out all the possibilities.

The choices aren't as black-or-white as they used to be. It's no longer common for women to choose between marriage OR a career. Because of smaller families, rising inflation and more job opportunities, women are working in greater numbers and for a longer time span, and this trend will continue through the '80s. Many women, too, are combining successful careers with motherhood. And those who choose to be full-time homemakers are also faced with new pressures and a growing need for respect and recognition.

It's exciting—and a bit unsettling—to be a young woman as the '80s begin. You may wonder—like Tracy—how you'll manage to discover and meet all your life goals.

An action-oriented Life Goal Plan might be the answer. With such a plan, you can begin to discover what YOU want and how to get it. A Life Goal Plan is something you can start today, something that will help you make a difference right now as you build toward your future goals—even if you're not in high school yet!

There are, basically, five steps to the Life Goal Plan, which can be written in a small notebook or diary for future reading and revising. You can do all five of the steps now and update them from time to time as your dreams, circumstances or goals change.

STEP 1 ASK YOURSELF WHAT YOU WANT

Ask yourself what your general goals might be. What do you want out of life, basically? Many teens come up with answers like "I want to be happy . . . to be a success . . . to love someone and be loved . . . ."

These, and a variety of other wishes, are common, reasonable general goals. Write yours on a piece of paper. Think about them. Then ask yourself—in all honesty—what you think might help you reach them. In what specific circumstances would you be happy or feel successful? What sort of lifestyle would you ideally choose for yourself? Close your eyes for a moment and envision yourself in such a situation. What does it take to get there?

At this point, it's important to make a clear distinction between your own goals and goals that others may have for you. When your parents want something for you very much—like a college education followed by medical or law school, for example—it's a temptation to do one of two things: first, to accept their goals as your own without ever really asking yourself if this is what you want; or second, automatically reacting against the goal just because they want it for you.

Either way can lead to problems. Many long-range goals—like medical or law school or a career as a classical musician, for example—require a great deal of hard work and personal sacrifice (as well as basic ability). In the long run, if you're to successfully realize such a goal, you have to want it for yourself—very much. Pursuing it to please someone else is not likely to sustain you.

If you automatically reject certain goals just because they coincide with your parents' wishes, that can also be an obstacle to your own happiness. Just because your goals for yourself might match someone else's, that doesn't make them any less your own. And if your goals are your own, why not try to make them a reality?

If your goals truly differ from those around you, it can be a joy to discover—at last—what pleases you.

"I always thought I had to be famous to be happy," says Amy, 19, whose ambitious parents started her with dancing lessons when she was only three. "But the older I got, the more I realized that performing was not for me. I feel good when I can help others directly. I also discovered I need to have stable relationships and friendships to be happy—and if you're a dancer touring with shows all the time that's difficult. I think I've found the perfect lifestyle for me. I'm training to be a dance therapist—to help mentally disturbed people through dance. And I'm getting married in June. For a while I felt guilty about not making my parents' dreams come true, but I'm using the training they gave me in a unique way. I feel good about finding my own way, my own goals."

Source: Planning Your Future, TEEN Magazine, Petersen Company, 1980.

STEP 2 SET SOME SPECIFIC GOALS

What might make you happy—this year, next year or many years into the future? Hobbies and special interests can be goals, as well as lifestyle and career dreams. Maybe your specific goals include learning to ski sometime soon, getting through this year's (boring) English class, getting into college and eventually becoming an architect. Any goals you can imagine that will help you meet your more general goals should be listed in your Life Goal Plan notebook.

When listing your goals, aim as high as you can. Don't talk yourself out of a treasured goal just because it scares you or because you see a lot of obstacles standing in the way. Write it down anyway. Later on you can discover how to overcome these obstacles. Or, with time and experience, you may discover a new goal. But right now, write down all your secret and not-so-secret dreams.

STEP 3 MAKE A TIMETABLE

By this time next year, what goals would you like to have met?

What would you like to be doing five years from now? Ten years from now? How would you like your life to be in your thirties? In your forties and beyond?

It's impossible, of course, to map out an unchangeable plan. Life doesn't tend to follow neat plans and patterns. However, a general time frame can help give your goals some structure and your life a sense of purpose right now. With a timetable, you can get a sense that what you do right now—the choices you make as a teen—can influence your life for years to come.

Your goals and timetable may change a lot as you grow. But having a plan right now can make an immediate difference in your life—giving you a new sense of power and control over your destiny.

STEP 4 PINPOINT POSSIBLE OBSTACLES

What might keep you from meeting your goals? Lack of money for further education? Shyness? Fear of making mistakes? Fear of success?

For some women, there is the fear that professional success may cancel out personal happiness, that men will be threatened if they are too competent. More and more women are proving, however, that love and professional success can mix.

You can also cope successfully with the fear of failure by realizing that many obstacles are simply challenges, not permanent barriers between you and your goal. Financial aid for college can be found. Part-time jobs are available. Shyness can be overcome. Weight can be lost. Many physical problems are correctable or controllable. And if present datelessness makes a goal of marriage look pretty impossible, don't despair. Time, patience, getting out among people and perhaps growing in confidence and emotional maturity can help a lot!

STEP 5 DISCOVER WHAT YOU CAN DO NOW!

What can you do right now to meet some long-range goals?

This can be an important step for teens who too often feel that life at the moment is incredibly boring and without purpose, and that major life goals are too far away to be influenced by what they do now.

Not true! What you do now can be very important.

Christy, for example, dreams of going to medical school someday, but recently was toying with the idea of dropping her high school chemistry class because she hates it. Looking over her life plan timetable, however, she realized that in order to be accepted into a pre-med course in college, she has to have high school chemistry.

Wondering if her hatred of chemistry class meant that her goal of medical school wasn't right for her, Christy sought the advice of a young woman physician in her town. The doctor reassured Christy that she too had disliked chemistry, that it was something to be endured, but it didn't have to be an obstacle to her goals.

"Once I felt free to dislike the class, I started not minding it so much," Christy reports. "I decided to try harder and just get through it. The effort means more to me now."

Doreen, who dreams of being an actress someday, has decided she can help her goals now by being as active as possible in local theater and school productions. She's also working to save enough money to attend an acting workshop for high school students at a university next summer. She works, too, at keeping her body trim and active with a healthful diet and regular dance lessons.

"I hope all this will pay off in my acting career," she says. "But in the meantime I'm having a lot of fun and getting the feeling that I'm making progress."

Sally, who's a high school junior, has a goal of becoming a psychologist. She's getting valuable experience right now by working as a volunteer for a teen hotline in her community.

Barb, who dreams of being a mother someday, has fought feelings of boredom and impatience in the past, sometimes even being tempted to get pregnant and have a baby now. But after her high school counselor suggested she make a life plan, Barb realized that there are a lot of things she has to accomplish before becoming a good mother.

"I realized that I want to have more fun and freedom," she says. "I also need to finish school and get job skills in case someday I have to work outside the home. Also, my goal definitely includes having children within a happy marriage—and my chances for a happy marriage are much better if I wait and grow up a little. Besides, I haven't met the right man yet. I have lots of time. In the meantime, I'm having fun with my friends, babysitting a lot and just growing as a person. That's important!"

Jeanne would like to be a magazine writer or newspaper reporter. She plans to major in journalism in college and right now is planning to apply for the school newspaper staff as soon as she's a junior (and eligible). The major obstacles she sees to her long-term goal are: lack of money for college (the school that interests her most is a relatively expensive private university) and her shyness, which would make it difficult for her to interview strangers.

Jeanne has discovered several things she can do right now to help overcome these obstacles. She's decided to try for a part-time job to earn money for college and also to start exploring financial aid possibilities and other moneysaving ideas (like Advanced Placement tests for college credit). She's thinking of applying for a job in a fast-food restaurant that would require her to be in constant contact with strangers. She also plans to volunteer for as many interview stories as possible when she writes for the school paper.

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I PLAN... (Write Your Own Ending!)

RIGHT NOW

- These are some dreams I've had for a long time:
- And these are some new dreams or ideas that came to mind as I read this book:
- These are some goals I've set for myself:

Today

Next year

Within five years

Within ten years

Within twenty years

- These are some people who might help me plan my future:

MY EDUCATION

- This is the way I feel about school:
- When I think about college, I feel:
- When I think about alternatives to college, I think I'll probably:
- This is the plan I have—right now—for my education:
- In order to meet my educational goals, I'm going to have to do these things in the next few months or years:

MY CAREER

- If I could create my dream job, it would be:
- Realistically speaking, the careers that interest me the most right now are:
- Other careers I might be interested in include:
- But I would really hate to be a:

Because:

- With my top career choices in mind, these are some things I'll have to do to prepare for one of them:
- This is the way I would describe myself in a "Job Wanted" ad:

MY LIFESTYLE

- When I think about leaving home and maybe living on my own, I feel:
- When I'm living on my own, these are some of the things I definitely plan to do:
- If I were picking the perfect place to live, I would choose:
- This is a description of my ideal lifestyle:
- This is how I feel about marriage:
- This is a description of the man I might like to marry:
- I wouldn't even consider marrying someone who:
- These are my feelings about parenthood:
- The things that scare me most about the future are:
- If I could look into a crystal ball and see myself at the age of 25 or 30, this is the kind of person and lifestyle I would hope to see:

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HANKS HIGH SCHOOL
2001 Lee Trevino
EL PASO, TEXAS 79935

ADMINISTRATION OFFICE
8445 VALDESPINO STREET
EL PASO, TEXAS 79907

November 30, 1983

Dear Mr. Smith,

On behalf of Mrs. Harris, Hanks F.H.A. and myself we would like to thank you for your presentation in the El Paso Area F.H.A. Workshop. Your presentation on the Future was a great asset to our workshop. It contributed greatly to make our workshop a big success. We all appreciated the time and effort it took to give a workshop of this nature. Your presentation received many positive comments from students and teachers. Again, thank you, and know that we couldn't have had as successful workshop without you!

Sincerely yours,
Miss Connie Lou Surratt
Hanks F.H.A. Chpt. I Sponsor

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STRATEGIES: INTERACTIVE ACTIVITIES

WORKSHOP/CONFERENCE FOR EDUCATORS

Title: Nontraditional Recruitment/Placement

Audience: Vocational Counselors/Educators

Grade Level: Adult

Time Needed: Three hours

Objectives:

1. Provide an opportunity for participants to share attitudes and information about experiences with nontraditional recruitment and placement in order to clarify successes and problem areas for vocational educators.
2. Provide information in order to broaden views regarding occupational choices available for men and women in nontraditional areas.
3. Provide data concerning women in the work force in order to increase awareness of social need for nontraditional training.
4. Provide information regarding recruitment strategies in order to increase enrollments of nontraditional students.

Activities:

1. Statistics - Women in the Work Force
    a. Game of Life Activity
    b. Women in Work Force - Quiz
2. Brainstorming Activity - Definition of Nontraditional
3. Collaborative Learning - Experience Sharing (7 questions)
4. Videotape - Nontraditional Career Opportunities handout - Vocational Education
5. Activity - Placement of Students. Which Job?
6. Review Techniques for Recruitment/Placement of Nontraditional Students handouts - Factors Promoting Nontraditional Enrollments.

Conclusions: Participants learned a great deal about women and work. Enjoyed the activities related to statistics.

AGENDA

I. Statistics - Women in the Work Force
    A. Game of Life Activity
    B. Women in Work Force - Quiz

II. Brainstorming Activity - Definition of Nontraditional

III. Collaborative Learning - Experience Sharing (7 questions)

IV. Videotape - Nontraditional Career Opportunities
    handout - Vocational Education

V. Activity - Placement of Students. Which Job?

VI. Review Techniques for Recruitment/Placement of Nontraditional Students
    handouts - Factors Promoting Nontraditional Enrollments.

NONTRADITIONAL RECRUITMENT/PLACEMENT

OBJECTIVES:

1. Provide an opportunity for participants to share attitudes and information about experiences with nontraditional recruitment and placement in order to clarify successes and problem areas for vocational educators.

2. Provide information in order to broaden views regarding occupational choices available for men and women in nontraditional areas.

3. Provide data concerning women in the work force in order to increase awareness of social need for nontraditional training.

4. Provide information regarding recruitment strategies in order to increase enrollments of nontraditional students.

THE GAME OF LIFE - STATISTICS*

One: Verbal Introduction

Explain to your audience that current economic trends are requiring more and more women to hold paid jobs. Nearly 60 percent of U. S. women aged 18-64 are now in the labor force. Women now comprise 42% of the total U.S. work force.

Approximately 33% adult U.S. women have no husband to support them. Many women support themselves through part or all of their lives. More than one in ten adult U. S. women have never been married. In 1975, 13 percent of the adult U. S. women over age 16 were widows, and 9 percent were divorced or separated from their husbands.

Both partners hold paid jobs in approximately six out of ten husband-wife families. Many wives work because the husband's salary can't stretch far enough to provide the family with a moderate standard of living. Other wives work because the husband has become handicapped and may be able to work only part time or not at all.

Both national and Utah statistics suggest that every woman should prepare herself for the economic realities she may face. This preparation should include an awareness of financially rewarding jobs now available to women. This filmstrip will help the audience become more aware of some of the training, education and employment opportunities which are now available to women. (Start the filmstrip and tape.)

Two: "The Game of Life" Exercise

Purpose: To help participants understand the need for all women to prepare for a career.

This object lesson can be used effectively with students, educators and employers including both women and men. You should introduce this lesson by explaining to the group that they represent a random sample of all women in the U. S.

*Source: Careers Unlimited, Project VOTE, Division of Vocational Education, Utah State Office of Education, Salt Lake City, Utah, 1982.

- Before presenting this object lesson, obtain some black, red, yellow, orange and green colored markers. The markers may be colored jelly beans, name tags, cut pieces of colored construction paper, suckers, etc.

- Separate the markers into groups of ten. Each group of ten should contain one black, one red, one yellow, three orange, and four green markers. Note: When the markers are divided into these proportions, they represent the number of women in each of the following categories:

  10% black = widows

  10% red = never married

  30% orange = divorced

  40% green = married, and will be in the paid labor force at least 25 years

  10% yellow = married, but will not participate in the paid labor force

(By separating the marker into groups of ten, it is not necessary to know the exact size of your audience before the presentation).

- Put each group of ten in a small plastic bag. Then, as the audience arrives, give each person a marker from one of the bags of ten. Use all of the markers from one group of ten before opening the next group of ten. This will ensure the audience is divided into the correct proportions.

- The filmstrip/tape presentation should be introduced using one of the other introductory methods described in this section of the Support Yourself Teacher's Guide, and then start showing the filmstrip. Stop the tape recorder and filmstrip after frame number 18 (see the filmstrip script, page 12 of this booklet).

- Explain to the audience that they are to consider themselves as a random group, representing women either nationally, statewide, or community wide, etc. Ask the members of the audience to stand if they have the black markers. Tell them that they represent the 10% of the total population of women who will be widowed by age 50. Have them sit down.

- Ask the audience members to stand if they have red markers. Explain that they represent the 10% of the total population of women who have never married. Have them sit down. Ask the audience members to stand if they have an orange marker. Explain that they represent the 30% of the total population of women who will be divorced. Have them sit down.

- Ask the audience members to stand who have green and yellow markers. Tell them that they represent the 50% of the total population of women who are married. Ask those with green markers to be seated. Explain that the 10% left standing represent those women of the total population who will not work for at least 25 years regardless of their status.

- Point out that the seated audience members represent the women who will be part of the labor force for at least 25 years of their lives.

- Have the group with yellow markers be seated and show the rest of the filmstrip.

- Indicate that individuals do not know what the future holds for them. Discuss the implications of "The Game of Life" Exercise and filmstrip for women's future career plans.

Three: Guest Speaker or Panel Discussion

- Invite one to four women who are successfully supporting themselves to talk to the audience about the reasons they are employed, their occupations, and any peer pressure which they have felt. Select women in both traditional and nontraditional careers.

- Invite women to speak who were forced to seek employment without adequate training. Encourage them to share the cause of their problem and the frustrations they encountered while trying to find employment.

- You might use the following questions in directing the discussion:

  1. Why did you choose your present career?

  2. Have you ever felt pressure to be better than the male employees because you were a woman?

  3. How well have you been accepted by supervisors or fellow employees?

  4. What effects has your career had on your personal or family life?

  5. What are your recommendations to other women who are interested in pursuing a career in your field?

Quiz Yourself:

Men and Women in the Paid Workforce

1. Women make up ______ of the nation's paid work force.

   a. 22 percent b. 41 percent c. 54 percent

2. ________ of American women between the ages of 18 and 64 are employed outside the home.

   a. 41 percent b. 34 percent c. 54 percent

3. _______ of American men between the ages of 18 and 64 are employed outside the home.

   a. 74 percent b. 86 percent c. 91 percent

4. The average young woman in the United States today can expect to spend ________ years in the paid work force.

   a. 11.3 b. 22.9 c. 31.2

5. The average young man in the United States today can expect to spend ________ years in the paid work force.

   a. 36 b. 42 c. 51

6. Out of every ten young women in high school today, ________ will work for pay outside their homes at some point in their lives.

   a. 5 b. 7.4 c. 9

7. Both husband and wife work in ______ of the nation's marriages.

   a. 35 percent b. 47 percent c. 28 percent

8. A woman who has children can expect to work in the paid labor force for between ______ years of her life.

   a. 5-6 b. 9-13 c. 15-25

9. ________ out of every ten young women now in high school will become heads of families; they will be responsible for supporting themselves and their children.

   a. 4 b. 6 c. 8

10. For every $1.00 employed men earn, employed women earn ______.

    a. 95 cents b. 76 cents c. 57 cents

11. The difference between the average yearly income of males and females working for pay has ______ over the past 20 years.

a. decreased   b. increased   c. remained the same

12. The median income of employed women with four years of college is ______ that of men who have completed eight years of elementary school.

a. greater than   b. the same as   c. less than

13. ______ percent of all women workers are employed in clerical occupations.

a. 11.2   b. 18.1   c. 35.0

14. The average yearly income of women employed in clerical occupations is ______.

a. $6,827   b. $8,491   c. $12,613

15. ______ percent of all men workers are employed in craft occupations.

a. 16   b. 20   c. 29

16. ______ percent of all women workers are employed in craft occupations.

a. less than 1   b. less than 6   c. less than 12

17. The average yearly income of men employed in craft occupations is ______.

a. $7,522   b. $12,028   c. $16,850

18. Fifty percent of men in the paid work force are employed in the three occupational categories which employed the largest numbers of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, ____________ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations).

a. 40   b. 60   c. 70

Questions taken from Matthews, M. and McCune S., Try it, You'll Like it: A Student's Introduction to Nonsexist Vocational Education. 1978.

HEW Publication No. (OE) 78-09004, U. S. Department of Health, Education and Welfare, Washington, D. C.

KEY TO QUESTIONNAIRE (H-3)

1. B
2. C
3. C
4. B
5. B
6. C
7. B
8. C
9. A
10. C
11. B.
12. C
13. C
14. A
15. B
16. A
17. B
18. C

COLLABORATIVE LEARNING -
EXPERIENCE SHARING

1. What experiences have you had with nontraditional students?

2. Why recruit nontraditionals students?

3. What would you ask a nontraditional student who wants to enter a vocational program?

4. List 10 to 15 employment positions that could be filled by nontraditional persons.

5. What types of barriers and advantages might a nontraditional student experience?

6. What things can be done to prevent problems that face a nontraditional student?

7. What concerns do you have in terms of recruitment or placement of nontraditional students?

FACTSHEET ON NONTRADITIONALS

WHAT PROBLEMS ARE WOMEN HAVING IN NONTRADITIONAL OCCUPATIONS?

According to one state study:

1. Difficulty or inability of male coworkers to adjust to women employed in nontraditional jobs
2. Harassment from foremen or supervisors
3. Difficulty with the physical aspects of the work
4. Sex discrimination in pay
5. Lack of acceptance by male coworkers (coldness and hostility)
6. Sexual harassment and propositioning by male coworkers
7. "Dirty tricks" played on women workers by coworkers
8. Unwillingness of male workers to teach women skills needed for the work
9. "Survival testing" or assigning women much more difficult work than is normally assigned in an effort to get them to quit
10. Verbal disrespect by male coworkers
11. Lack of separate toilet and shower facilities for women
12. Lack of deserved promotions for women
13. Inaccurate evaluations of work by supervisors

Source: Bureau of Women. *Forty-six pioneers: Louisiana women in nontraditional jobs.* Baton Rouge: Louisiana State Department of Health and Human Resources, 1977, pp. 25-26. (ED 150 432)

WHAT PROBLEMS ARE MEN HAVING IN NONTRADITIONAL OCCUPATIONS?

According to *U.S. News & World Report:*

1. A male flight attendant gets wolf whistles from male airline passengers.
2. A male hotel maid's father laughed when he heard about his son's job.
3. After a male nurse was admitted to nursing school, there was a tendency at first among other nurses to treat him like an orderly.
4. A male elementary teacher says men are still denied elementary school positions and are placed in the upper-grade classrooms to provide help with discipline.

Source: New men are going for "women's jobs." *U.S. News and World Report,* October 16, 1978, *85,* pp. 97-98.

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According to *Glamour:*

5. A male nurse is kidded because of the assumption that he is homosexual.
6. A flight attendant receives a cool reception from passengers.
7. A male receptionist is not respected because the job is not considered vital for a man.

Source: When the secretary (or the receptionist or the nurse) is a man. *Glamour,* September 1980, *78,* pp. 178-182.

HOW DOES NONTRADITIONAL WORK EXPERIENCE DIFFER FOR MEN AND WOMEN?

According to a study reported by *Psychology Today:*

1. Women nontraditionals wanted to be viewed as equal in ability to their male coworkers. Men nontraditionals wanted to be viewed as superior in certain stereotypical ways to female coworkers.
2. Ninety-two percent of the male nontraditionals discussed future expectations and plans for advancement with someone in the company compared to 24% of the female nontraditionals.
3. Traditional male coworkers thought that female nontraditionals might need special help. Traditional female coworkers frequently wondered why any man would choose such work as theirs.

Source: Pink-collar men and blue-collar women. *Psychology Today,* June 1979, *13,* pp. 31-32.

The Vocational Education Amendments of 1976 mandated that action be taken to overcome sex bias, sex discrimination, and sex stereotyping in vocational education. This law is seeking to alleviate the problems of occupational sex segregation, imbalanced employment patterns, wage differentials, and expand the career horizons and role expectations of persons enrolled in vocational education.

Occupational Sex Segregation

The underlying problem is occupational sex segregation--the tendency of many occupations to be almost exclusively male while others are almost exclusively female. Women are concentrated in fewer occupations than are men, and those occupations tend to have lower average wages than male-dominated jobs.

Patterns Remain The Same

While the number of women in the paid labor force has increased dramatically, resulting in a labor force 53 percent female in 1981, up from 30 percent in 1950 (U.S. Department of Labor, 1981), the pattern of employment has not changed. Despite widespread publicity regarding pioneering women in previously all male blue-collar jobs and men in pink-collar jobs, they remain rare exceptions.

Wage Gap Has Increased

Aside from some remaining cases of sex discrimination in pay, the major cause of the gap is the concentration of women in lower paying job categories. Analysis of wage patterns have shown that although women earn less than men in all fields, women who work in traditionally male occupations earn considerably more than women who work in traditionally female occupations. Women earn .59 for every $1 earned by a man; in 1955 it was .64 for every $1 earned by a man.

Why Sex Segregation?

Where does sex segregation originate and why does it persist? For many years most employment was simply closed to women. Until Title VII of the Civil Rights Act of 1964, such discrimination was not against the law. Furthermore, the provisions of Title VII were not applied to public employment or to professional employees until the law was amended in 1972. Precedent, role models, informal information networks, and established guidance and counseling systems and procedures still tend to guide women into those few fields of teaching, nursing, clerical, and service jobs that were once their only options.

New Opportunities

Many opportunities are now available, and many employers are under considerable pressure to hire women and men in their job categories traditionally for one sex. For example, recent federal regulations have set percentage goals for hiring women in the construction trades (U.S. Department of Labor, Office of Federal Contract Compliance Programs, 1978), and another set of regulations requires goals and timetables in apprenticeship programs (U.S. Department of Labor, Office of the Secretary, 1978).

Source: Free to Be, Nebraska Department of Education Vocational Division, Lincoln, Nebraska, 1981.

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Lack of Information

Few women seem aware of their expanded opportunities, or even of the probability of spending their lives in the paid work force. The traditional structure consisting of an employed father, a mother at home and two school-aged children now represents 7 percent of American families. The two wage earner household (husband and wife) is the more common form, representing 47 percent of American families. In addition, 15 percent of households are headed by women.

Career Choices Are Shaped By Stereotypes

The forces shaping a person's career choice are more subtle and more pervasive than simple facts about employment opportunities and wages. One of the factors affecting choice is the image of the job as being "masculine" or "feminine." An individual's concept of what behaviors and careers are appropriate to his or her sex is formed very young and reinforced throughout life. A number of studies have documented that children acquire sex role stereotypes early, seeing some occupations "for men" and others "for women," and that they adapt their choices to these stereotypes. Boys consistently select a wider variety of occupations than girls. Girls tend to believe that they have a choice to either get married or work.

Schools, reflecting the society around them tend to reinforce sex role stereotypes. Stereotypes abound in materials, practices and staffing patterns.

Vocational Education

Although opportunities to counteract sex stereotyping occur in all areas of the curriculum, from social studies to mathematics to physical education, and at all grade levels, from nursery school to graduate school, there is a special need to address the issue in vocational education. Vocational Education programs are designed to prepare students for the world of work. These programs also provide an opportunity for students to acquire more generalized job skills, a better understanding of the workplace, increased self-confidence, and appropriate interpersonal behaviors and attitudes for work. All of these benefits are important to both sexes and are related to the ability to succeed in obtaining and advancing in employment.

It It A Chicken Or An Egg?

Some educators have argued that the purpose of vocational education programs is to provide trained students for readily available jobs, and since some employers still discriminate by sex, the school should not encourage female enrollments in traditionally male fields, or vice versa. Many others believe the proper role of the school is to provide leadership to the community and to work to overcome discrimination, bias and stereotyping in all forms.

Edited from Fostering Sex Fairness in Vocational Education: Strategies for Administrators, Steiger and Schlesinger, National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio, 1979, No. 147.

WHICH JOB?

Materials Needed: Which job? form
Pencils

Number of Participants: Any number

Approximate Time Needed: 20-30 minutes

Instructions:

1. Put the participants in smaller groups. Assign one of the students described below to each small group.
2. Based on these descriptions have participants go through the form and mark whether they believe each job would be an appropriate long-range goal for the student. Have them ready to defend their decision. Give five minutes.
3. Have them share their decisions with their small group. Give them ten minutes to come up with a group list.
4. Lead a discussion about the differences between the small groups' lists.

Source: Working World, a handbook for Counselors, Texas Education Agency, Austin, Texas, 1981.

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PLACEMENT OF STUDENTS

Sam Thompson is a senior high resource student. He is 19 years old Sam has a short attention span and is frequently inattentive. His motor skills are average for his age. He is enrolled in a cosmetology course.

Tony Garza has difficulty following oral instructions. When receiving instructions Tony frequently requests that information be repeated. His math skills are good, but his reading skills are below grade level. He is enrolled in office occupations.

Tracey Wilson, a 16-year-old wheelchair-bound paraplegic, is paralyzed from the waist down. She moves around easily in her wheelchair and has full use of her arms. Her reading and math skills are at grade level and her performance in the building trades has been excellent.

Lorena Gonzales, is an 18-year-old student. She has some difficulty with eye-hand coordination and while her math is at grade level her reading is below grade level. She has had some success in her auto mechanics class.

WHICH JOB?

POSSIBLE LONG-RANGE GOALS	*APPROPRIATE*	*NOT APPROPRIATE*	*APPROPRIATE WITH MODIFICATIONS*
Sales clerk			
General merchandising retailing			
Food stores			
Apparel and accessories store			
Motor vehicles and accessories			
Insurance			
Clerical			
Bank teller			
Bookkeeper			
Cashier			
File clerk			
Library attendant or assistant			
Mail carrier			
Proofreader			
Receptionist			
Secretary			
Stenographer			
Typist			
Office machine operator			
Automobile and accessories installer			
Cabinetmaker			
Carpet installer			
Construction			
Brickmason or stonemason			
Bulldozer operator			
Cement and concrete finisher			
Electrician's apprentice			
Floor layer			
Painter's apprentice			
Painter			
Paperhanger			
Plasterer			
Plumber			
Plumber's assistant			
Roofer			
Tile setter			
Electric power linemen			
Mechanics and repair people			
Air conditioning, heating, refrigeration			
Automobile body			
Automobile mechanic			
Farm implements			
Heavy equipment mechanics			
Household appliance and accessory installers and mechanics			
Office machine			
Radio and television			
Metal craftsmen			
Boilermaker			
Job and die setter			

	APPROPRIATE	NOT APPROPRIATE	APPROPRIATE WITH MODIFICATIONS
Machinist			
Sheetmetal worker			
Printing craftsmen			
Bookbinder			
Compositors and typesetters			
Phonoengraver and lithographer			
Pressman and plate printer			
Tailor			
Upholsterer			
Clothing ironer and presser			
Garage worker and gas station attendant			
Laundry and dry cleaning operator			
Meat cutter and butcher			
Welder and flame cutter			
Seamstress			
Bus driver			
Carpenter's helper			
Garbage collector			
Farm laborer			
Food service worker			
Bartender			
Busboy (or girl)			
Cook			
Dishwasher			
Food counter and fountain worker			
Waiter			
Health service			
Dental assistant			
Nurse's aid, orderly, attendant			
Child care worker			
Hairdresser and cosmetologist			
Shampooer			
Barber			
Guard or watchman			
Baggage porter or bellhop			
Chambermaid			
Janitor			
Delivery person			
Taxicab driver			

RECOMMENDATIONS

For many students, parents are the most important source of influence in regards to choices of occupational courses, followed by same sex peers, and then opposite sex peers and school personnel. Knowing the relative impact of others suggests at least two courses of action: a) provide information and resources to those who have the greatest influence and b) increase the impact of school personnel.

To accomplish these objectives and move toward reducing sex-stereotyping in choices of occupational courses, a number of recommendations are made. One is to increase information and counseling for students and parents about nontraditional occupations. Some specific approaches or activities might include: providing increased opportunities for both students and parents to obtain information about nontraditional careers, having counselors in home schools well-informed about career options and employment data, having home school counselors encourage students and parents to consider nontraditional subjects considerably before the time when decisions to enroll are to be made, and having teachers attend workshops and make a personal effort to increase nontraditional enrollment. Another suggestion is to develop a support system for students making career decisions and for students enrolled in nontraditional programs.

Some specific approaches recommended include: identify students who are considering nontraditional courses to encourage their interest, promote nontraditional students acting as a support system for one another by placing two or more together in classes when possible or organize students to facilitate their interaction across programs, utilize nontraditional students to serve as role models and answer questions about concerns of students considering nontraditional programs, identify leaders of student peer groups for possibly reaching others through them, build on the support that girls already perceive from other girls for nontraditional course selection, present information to those few male students who presently oppose nontraditional enrollments, and work more closely with parents to help them provide support to students for their decisions.

Veres, Helen C., etc. Journal of Educational Equity and Leadership. "Sex Equity: Factors Associated with Nontraditional Vocational Enrollments." Vol. 2 No. 4, Summer, 1982. pp. 260-267.

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FACTORS PROMOTING NONTRADITIONAL ENROLLMENTS

Factors In Training Institutions

A. Administration
  - -EEO policies/procedures
  - -Articulation of EEO goals by administration
  - -Visibility of EEO goals in MBO's district plans, etc.
  - -Coordination of CETA, ABE, etc. to meet special needs
  - -Nontraditional staff

B. Individual Staff Members
  - -Knowledge of needs of special groups
  - -Affirmative student recruit
  - -Accurate information on workforce and life/work planning
  - -Knowledge and use of appropriate teaching/counseling methods for diverse groups

C. Improved Programs
  - -Articulation between secondary and postsecondary programs
  - -Sex-fair curricula, instructional materials, recruit. brochures...
  - -Physical fitness training in nontraditional areas
  - -Job follow-up
  - -Physical access to classes
  - -Flexible scheduling
  - -Information on financial assist.

D. New Programs
  - -Counseling support groups
  - -Remedial courses in skills related to occupations
  - -Remedial courses in academics related to occup., e.g. math
  - -Introductory/exploratory courses
  - -Methods of involving parents, spouses, peers in support
  - -Classes related to job-seeking skills, communication and interpersonal relations
  - -Day care
  - -Job development
  - -Interactive sessions with role models

E. Public Relations
  - -Information on numbers of successful students/employees
  - -Information on voc. ed. as a good source of job training

Factors In Employing Institutions

-Affirmative Action Plans
-Knowledge of EEO Legislation
-Leadership on part of management
-Supportive employment environment
-Job development
-Follow-up
-Career ladders
-Employee inservices and opportunities for professional development

Factors In Social Service Agencies

-Affirmative recruitment
-Outreach
-Knowledge of vocational system
-Accurate information on life/work planning
-Stipends for training
-Day care
-Transportation

Factors In Community/Professional Org.

-Scholarships
-Affirmative recruitment/Outreach
-Role Models
-Accurate workforce data for life/work planning
-Counseling on balancing career/family roles
-Peer support through student org.
-Promotion through positive coverage of voc. ed. and success stories

Factors In Families/Peers

-Support
-Knowledge of life/work planning needs

Factors In The Media

-Accurate data on workforce
-Coverage of successful students
-Coverage of successful programs
-Role models in nontrad. occupations

Factors In The Individual

-Self-confidence
-Familiarity with N.T. jobs and skills required
-Clear perception of the barriers to N.
-Good communication/interpersonal skills
-Physical fitness
-Knowledge of workforce data
-Success

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STRATEGIES

1. Encourage recruitment of men and women into nontraditional training programs.
2. Encourage other counselors or advisors to publicize career options that are nontraditional.
3. Encourage inservice training programs on sex equity in education as well as employment.
4. Include guest lectures in vocations by individuals who represent a range of situations (underemployed, unemployed, single, married, childless, traditional, and nontraditional).
5. Organize rap groups or consciousness-raising groups to help persons gain self-knowledge, set career goals, and overcome occupational sex role stereotypes.
6. Expand educational programs and services to increase awareness of broader job options.
7. Provide a tour of a variety of vocational classrooms and industries to convey the advantages and disadvantages of various occupations.
8. Communicate information about job trends 5, 10, and 20 years from now.
9. Provide peer support—a "big brother" or "big sister"—to new students in nontraditional programs.
10. Provide a class that might be called "the problems of work." It might help new or potential workers to deal with problems that cause absenteeism and turnover, such as inadequate housing and transportation, unsatisfactory child care arrangements, lack of conditioning to meet the physical strength and agility required of the job, accumulative fatigue, too heavy load of outside duties, and unhappy working relationships.
11. Plan facilities with washrooms and convenient and appropriate places for both sexes.
12. Provide flexible scheduling of classes to include part-time, evening, and perhaps weekend hours.
13. Provide training in basic study skills, basic job skills, and physical exercise.
14. Help males in a class acquire an accepting attitude toward females; and females, an accepting attitude toward males.

15. Include a course or workshop for women in "how to survive in a man's occupation," and one for men in "how to survive in a woman's occupation," or simply one in "how to survive in a nontraditional occupation."
16. Increase cooperative work experience education programs in nontraditional training for women and men. Place two persons of one sex in the same spot for mutual support.

Source: Items 1-16 borrowed from Postlewaite, B.W. *Encouraging men and women into nontraditional occupations.* Olympia: Washington State Commission for Vocational Education, n.d.

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STRATEGIES: INTERACTIVE ACTIVITIES

Futures Week

Purpose:

A Futures Week was implemented as a school wide project at the Summer School Pilot Program for middle school students.

Methodology:

Futures Week activities provided students with the opportunity to investigate future careers, especially nontraditional careers. All classes, writing, reading, social studies, math and science were involved and integrated career activities within their regular curriculum.

The following is a schedule of events:

Monday: Writing Classes, "Job Interviewing Skit"

Tuesday-Thursday: Business, Industry and Government Student Field Trip of El Paso

Wednesday Evening: Parent Program

Friday: Futures Career Day (all classes)

Comments:

The project was very successful. Teachers, students, counselors and administrators participated. One student wrote the following:

> "It will make me aware of the right way to apply for a job; so that, I can make my impression outstanding."

The final event, Futures Career Day linked education to business and industry. Seventy-seven speakers stepped into classrooms to discuss their jobs with 298 students.

FUTURES WEEK

Purpose: To provide students with an opportunity to investigate future careers, especially non-traditional careers.

Sponsor: Vocational Equity Project

Time: One Week

Place: Middle School

Methodology:

1. The sponsor should meet with school administrators and counselors to discuss details and plans for Futures Week.

2. Each of the following tasks should be coordinated by the sponsor, counselors, and faculty.

   a. Announce to staff the plans for Futures Week
   b. Set up Schedule of Events (attached)
   c. Provide classroom materials to each teacher
   d. Implement
      1) Special classroom activities, ex. Job Interviewing Skit
      2) Field Trip
      3) Our Future Careers Day
      4) Parent Program

Comments: This week provided an excellent opportunity to integrate job related information into all curriculum areas. The activity was very successful. The teachers, counselors, administrators as well as the students benefited from the various activities throughout the week.

FUTURES WEEK - SCHEDULE OF EVENTS

Monday	Tuesday	Wednesday	Thursday	Friday
All Writing Classes "Job Interviewing Skit" ↓ ALL DAY ↓	TEAM I B. I. G. Field Trip - ½ day	TEAM II B. I. G. Field Trip - ½ day	TEAM III B. I. G. Field Trip - ½ day	"Our Future Careers" ↓ ALL DAY ↓
		7:00PM - Parent Program		

CLASSROOM ACTIVITIES BY SUBJECT MATTER

Writing	- 1. "Vocational Education Pays"
	- 2. "Forms for the Future"
Reading	- "A Guide to Today's Hottest Careers--Job Market"
Social Studies	- "Career Game"
Math	- "Odds on You"
Science	- (2 day presentation) - "Family Planning/Decision Making"

"Job Interviewing Skit"

Purpose: To help students recognize a proper as well as an improper job interview.

Sponsor: Vocational Equity Project

Time: One class period

Place: Lecture Room

Methodology:

1. The classroom teacher and sponsor of Futures Week invited two college students (male and female) to role play a job interview.

2. The following tasks should be completed by the classroom teacher:

   a) Schedule a meeting place for all participating classes.
   b) Invite interested teachers.
   c) Provide an orientation to each class regarding a job interview.
   d) Coordinate activities for the day of the skit.
   e) Send thank-you letters to presenters.

Comments: By using this type of role-playing activity, the students learned how to interview for a job. This included how to dress, what type of questions should be asked, and what should be brought to an interview.

Strategies: Interactive Activities

OUR FUTURES CAREER DAY

Career days have become a common event in the high schools and have been useful in helping students to understand the world of work; however eighth grade students are being asked to make critical decisions about their futures as they leave the middle school and to on to high school. Therefore, a career day was held at the Summer School Program held at Ysleta Junior High School for approximately 300 middle school students.

Purpose: To expose the students to as many careers as possible and to get them to think about a career in nontraditional ways.

Sponsor: Vocational Equity Project

Time: One Day

Place: Middle School

Methodology:

Identification of Speakers

By sending out request forms to parents and faculty members, a variety of speakers' names and phone numbers were collected. Each person was contacted by phone to see if they would consider being involved with the career day. The confirmation of speakers took approximately two weeks.

Scheduling

After the list had been completed, a schedule was developed for the class presentations.

Student Preparation and Participation

The program was explained to the students several days before it took place. Signs were placed in the hall listing the speakers according to each career cluster.

Program and Presentation

People began arriving at 7:30 AM in the library. Each presenter was given a packet of materials which included the following:

1) name tag
2) an outline to following during their presentation
3) class schedule
4) thank-you letter
5) lunch ticket

After signing in and receiving their materials, the speakers were greeted by the teacher whose class they were to address. The teacher then escorted them to the appropriate classroom.

Comments

The program was very successful. Seventy-seven speakers participated.

Business, Industry and Government Field Trip (see next page)

Some of the most beneficial learning experiences that students value the most come as the result of their participation in field trips. First-hand experiences obtained by participating in real-life situations and on-the-job working conditions provide the students with insights that can hardly be matched by traditional teaching methods, such as lecturing or classroom discussions. Whenever it is feasible or possible, teachers should arrange to take their classes to visit community organizations, businesses, etc. that will reinforce how the educational concepts learned in school are used in "the real world." This form of application of the learning concepts to the world around us serves as an excellent tool, especially when a teacher wishes to help the students to learn the application of basic skills or to explore the basic educational requirements for certain careers. There are eye opening experiences just waiting to be discovered in the community. Help bring those experiences to the students by letting field trips bridge the gap between the school and the outside world. Source: A Handbook on Techniques for Coordinating Vocational and Academic Education by Dr. Norma Milanovich. New Mexico State Department of Education, 1982.

Purpose: To help students learn as much as possible about job opportunities that are available in El Paso.

Sponsor: Vocational Equity Project

Time: Half a Day

Place: City of El Paso

Methodology:

Bus transportation and tour guides were provided by Gray Line Tours. The tour was a view of El Paso which focused on the major businesses and industries in El Paso (see attached outline).

Comments: The students learned a great deal, and enjoyed visiting places they had never seen before.

Strategies: Information Dissemination

PARENT PROGRAM

A parent program was held on Wednesday night to provide information about vocational education and high school graduation requirements.

Purpose: To provide information to middle school parents regarding various high school programs.

Sponsor: Vocational Equity Project

Time: One Hour

Place: Middle School

Audience: Parents

Methodology:

Invitations were mailed to the homes of all 300 students. The counselor designed the following agenda:

AGENDA - PARENT PROGRAM
PRESENTATION BY COUNSELOR'S

I. Information and introduction of program

II. Educational Plans

III. Sample of Graduation Plan

IV. Vocational Programs - Slide/Tape Presentation

V. Grading System

VI. Question/Answer

VII. Tips for Parents

Refreshments were provided as well as hand-out materials.

Comments: The program was presented in Spanish. Approximately twenty parents attended. Most parents stayed after the presentation and asked the vocational counselor many questions.

STRATEGIES: INTERACTIVE STRATEGIES

Role Model Index

Goal: Develop an index of local nontraditional role models

Objectives

A. Identify and recruit nontraditional workers who will serve as role models to students. These role models will demonstrate:

   1. Strong communications skills
   2. Knowledge of up to date information on openings in their career fields
   3. Interest in the career development of young people

B. Identify and recommend potential nontraditional members of vocational advisory committees.

C. Provide a role model index to educational personnel; teachers, counselors, administrators.

D. Provide an opportunity for nontraditional workers and educators to discuss strategies to improve the recruitment, retention and placement of nontraditional students.

E. Develop and disseminate nontraditional posters for classroom use.

Methodology: (See the attached time lines)

Comments: The project was very interesting and worthwhile. Twenty-eight nontraditional workers were identified who were willing to participate. Also, strategies were generated as a result of the linkage conference

TIMELINES

ACTION STEPS RELATED TO DEVELOPING ROLE MODEL INDEX OF NONTRADITIONAL WORKERS

ACTION STEPS	ACTION STEPS	ACTION STEPS
Review contract with funding source to detail expected outcomes.	Meet personally with vocational counselors, community college counselors, local organization representatives to explain purposes and uses of project materials and enlist their help in identifying role models.	Finalize Role Model Index
Develop detailed budget for Role Model Index. Submit to Accounting Office.	Attend meetings of key vocational advisory committees to help identify non-traditionals.	Develop posters of nontraditionals. a) Set appointments to take pictures of nontraditional workers who volunteered at Linkage Conference. b) Interview each and take pictures c) Print posters
Write Objectives	Develop letter to vocational personnel to identify resources they have in finding nontraditional role models.	Dissiminate role model index (and posters) to interested personnel.
Identify target vocational fields of study. Review literature for model projects providing format for Role Model Index of local nontraditional workers. Evaluate other models' appropriateness to defined objectives.	Develop list of potential nontraditional role models. Send out letters to identified role models. Receive responses.	
Determine needs of community for use of Role Model Index. a) locate directory of community agencies/business. Contact persons at each agency, address of agency users. b) Make a list of community agencies to be contacted. c) Send out letters to get role model recommendations.	Invite educators and nontraditional workers to a Linkage Conference.	
	Hold Linkage Conference.	

STRATEGIES: INTERACTIVE ACTIVITY/TRAINING

Job-Visitation Activity

Purpose:

The vocational program of the Ysleta Independent School District field tested a job visitation program to help vocational students, particularly nontraditionals, understand and gain more knowledge about selected vocational fields.

Methodology:

The first step was to identify businesses who would allow students to be placed from the vocational high school in a job situation for one entire work day roughly from 8:30 a.m. to 5:00 p.m. To arrange this, businesses were contacted who had previously worked with various vocational programs. A letter was sent to request their participation in this project. Once, their responses were returned, a visit to the business site was scheduled. During the visit, the business people were asked to select individuals that would be assigned to a student and allow students to shadow that person on the job for the day. After the visit, they were sent a business/student interaction form and a student visitation schedule.

Vocational teachers recommended their best students to participate; however, every effort was made to select nontraditional students. Once the students were identified, an orientation session was held to assure that the students were sufficiently informed. Each student was given an interaction form and evaluation form to be completed at the end of the visit.

Methodology (cont'd):

The visitations were scheduled according to geographical location on Tuesday, Wednesday and Thursday. Transportation was provided for students upon request. Business sites were spot checked to be sure all was going well. Twelve businesses provided twenty students an opportunity to visit a job site for a field day. A debriefing session was held one week after the visit for the students. A thank-you letter and evaluation was sent to each business.

Comments:

The students were most impressed. They felt the business people were so generous with time and explained everything. The students were allowed to perform job-related tasks. The business people were impressed because the students modeled necessary job skills. Overall, the program was very successful.

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"Strategy Sheets, Vocational Educators and Nontraditional Role Models," Linkage Conference sponsored by the Vocational Equity Project, Ysleta Independent School District, El Paso, Texas, Interviews, April, 1984.

APPENDIX

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H

PREPARING RADIO AND TV SPOTS

Format*

Place name, institution, address, and phone number on the top of the page. Identify as a 10-second, 30-second or 60-second announcement. Note the dates for it to be aired: "Request frequent airings of the following Public Service Announcement over WMAT Saturday, June 4, through Sunday, June 12."

Type copy in capital letters and double or triple space. Leave a two-inch to three-inch margin on the left and a one-inch margin on the right. Ask the station about any other copy requirements.

Announcements should be written in a clear, direct fashion. Use simple language and provide phonetic spelling for unusual names or words.

Time the announcement before submission with the aid of a second hand or stopwatch, reading at a normal speed.

A 10-second announcement = about 25 words

A 30-second announcement = about 65 words

A 60-second announcement = about 120 words

When preparing copy for television spot announcements, number the slides in the sequence of appearance and give a brief identification in the left-hand

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*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 29.

Source: Fair Recruitment, The Model & Strategies, Illinois State Board of Education, 1980.

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margin. Indicate with an "X" when you want the slide to be changed.

Examples:

SLIDE #1 (student at machine) X-HIGH SCHOOL STUDENTS HAVE AN OPPORTUNITY TO TRY OUT A JOB BEFORE MAKING A CAREER DECISION.

Types of programs*

Two types of spot announcements are commonly used by radio and television stations. The commercial or paid announcement is sold by the station and is scheduled in specific time periods. Public service announcements (PSA's), on the other hand, are free and scheduled at the station's discretion. Stations are required by Federal Communications Commission regulations to broadcast free announcements that are in the public interest. Local stations will air announcements if they are timely and well written.

Spot announcements. These should be simple descriptive, and in a few words tell the story. Most spots run 15 seconds to one minute.

Panel Discussions. This can be an interesting program if the panel is lively and stays on the subject at hand. Controversial issues or questions usually bring the best response.

Interviews. Interviews, like panel discussions, can be deadly dull unless carefully prepared and lively. It is usually best to follow an outline rather than a written script. A series of five-minute interviews between a vocational teacher, counselor, student and station talent makes a good program.

*Promotional Vocational Education, West Virginia Board of Education, Charleston, West Virginia, 1976, p. 5.

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News Documentaries. News documentaries are excellent ways to get coverage on human interest activities. Television stations are particularly interested in short, one-to-three minute human interest subjects for their news shows.

Tips

Because they are visual, television spot announcements demand the use of slides, film, or videotape. Color slides are the least expensive and simplest to use. They must be horizontal. If facilities to produce the slides are not available, the TV station can advise and even do the actual photography. Consider using a standard slide (a photo of your school or the school logo) for all announcements that are 10 seconds in length. A longer announcement requires more slides. Use three to five slides for a 30-second spot and six to ten for a 60-second spot.

Television and radio stations reserve the right to determine what has news value, when it will be aired, and from what perspective. It is important to know personnel in the news departments. When a contact person is established, then it is possible to ask for time which will reach the target audience.

Note: See also Module G-6, Arrange for Television and Radio Presentations Concerning Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens, Georgia, 1977.

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F

PREPARING A NEWSLETTER

Format*

A regularly published newsletter can be an effective method of communicating the vocational education story. Before beginning, determine the target groups to reach with the message so it can be geared to their interests. Then plan a production schedule backwards, beginning with the date the issue is to reach the readers. Leave time for distribution. Find out from the printer how much time is needed for the production and be sure to allow enough time to read proofs. Working backwards in this endeavor, you can easily set deadlines for completion of the copy and layout.

Some basic steps to follow:

1. Select a good name for the newsletter that will help establish its identity.
2. Determine whether it will be typeset or typed, and how it will be printed.
3. Establish a copy deadline for receiving materials from those who wish to write for the newsletter.
4. Find some key people in the school who can help--Journalism, English, art, photography, and business and office teachers can all be excellent resources.
5. Design a masthead or "flag" which includes the publication's name and can be used on every issue.

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 25.

Source: Fair Recruitment, The Model & Strategies, Illinois State Board of Education, 1980.

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6. Select the size newsletter - popular sizes are 8-1/2" x 14", and 11" x 15".
7. Type should be simple and no smaller than eight point. Ten point is recommended for good readability.
8. Photographs help immeasurably to enhance the appeal of the paper. If facilities for printing photographs are not available, then try to use graphics or illustrations. Keep graphics and illustrations to a minimum.
9. Column widths are also important. Never set type across the width of the page. On an 8-1/2" x 11" page, for example, use two or three columns of copy. On larger paper, three to five columns would be desirable.

Style*

The content will make the newsletter interesting or boring. Some of the kinds of information that might be included are:

1. Unusual projects by students
2. Calendar of events
3. Stories about programs
4. Question and answer column for teachers
5. Success stories
6. Concerns of students, teachers, and administrators
7. Student organization activities
8. Cartoons and jokes
9. Articles from readers
10. Recognition of teachers
11. Write in simple language; write as if speaking

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*Promoting Vocational Education, West Virginia Board of Education, Charleston, West Virginia, 1976.

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12. Try to get the basic thoughts in the first two paragraphs of each story

Tips*

1. Be factual
2. Edit carefully--misspelled words can cause the reader to lose confidence in the publication
3. Use names as often as possible
4. Use stories in advance of important happenings--do not get caught in the trap of only reporting things after they happen
5. Emphasize the local angle of a state or national story
6. Publicize employees or students who win recognition, receive awards, get appointments
7. Interview important people and get their views
8. Vary the individuals that are asked for opinions or written about
9. Be open to new views, but do not let the publication be a sounding board for a small faction
10. Be objective; do not let personal opinions be reflected in the publication
11. Be newsy, not gossipy
12. Do read all copy before it goes to the printer to be certain that it is correct and in the style that conforms with the newsletter--proofread it again after it is set in type
13. Periodically, ask those who receive the newsletter if they read it and what they do or do not like about it

*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 29.

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A

PREPARING BROCHURES, POSTERS, AND FLYERS

Format

Brochures and flyers are probably the most common forms of printed material for giving information briefly and inexpensively. Even when produced on a limited budget, they can be very effective. There are several important facts to keep in mind when doing such a printed piece:

1. Identify the target audience
2. Organize the information for the brochure, keeping copy brief and to the point
3. Be factual and honest
4. Use photos only if good ones are available and the publication will be printed professionally. Keep graphics simple on the cover. Select a title that identifies the topic clearly
5. If at all possible, use color to catch the reader's eye
6. If colored paper is chosen, avoid dark shades. For readability, white or off-white is best

Style

When writing brochures:

1. Get the most important information where it is read first
2. Appeal to the reader's ego or self-interests

Source: Fair Recruitment, The Model & Strategies, Illinois State Board of Education, 1980.

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3. Use simple words

4. Use statistics if possible

5. Use subtitles to organize the reading

6. Keep a file of brochures for ideas

7. Always include the important facts, but there is no need to tell the whole story of a program on a brochure or flyer

Note: See also Module G-3, Develop Brochures to Promote Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens Georgia, 1977.